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ABSTRACT

This handbook on literacy assessment and instructional methods presents the basic instructional techniques that work best in a correctional setting and the ways to implement these methods successfully in adult and juvenile offender classes. A chapter on "Motivation" (Marie Leekely) is followed by a chapter on "Student Assessment" (Stephen Steurer) that includes sample assessment instruments. "Reading Instruction" (Geoff Lucas) discusses the following methods: sight word instruction, word attack skills instruction, language experience approaches (including the directed listening language experience approach), the Fernald method, and duet and silent reading techniques. Numerous useful examples of each technique are presented. An appendix provides the following additional information: goals checklist; adaptive instructional strategies; tips to improve comprehension; Barsch Learning Style Inventory; approximate reader levels based on the Dolsch Sight Word Recall Test; strategies for helping students who cannot hear sound differences, remember sight words, organize their writing, or remember math facts; tips for recognizing and dealing with learning disabilities and reading disabilities; Johns Hopkins University Academy Basic Tutoring Techniques; and a list of sources for 24 effective tutoring training programs (audio, video, and print). (YLB)

Starting from Scratch: Assessment and Instruction for Literacy Programs in Correctional Settings

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funded by a grant from the National Institute for Literacy

Acknowledgments

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Stephen J. Steurer, Ph.D., Project Director
Executive Director, Correctional Education Association

and

Alice L. Tracy, Ph.D., Project Manager and Editor
Assistant Director, Correctional Education Association

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It is a widely accepted truth that the nature of any teaching and learning session is extremely dependent on the power of dynamics of the teacher/student relationship. No one method or curriculum, however, defined or refined, assures personalized learner-centered instruction. This nurturing facilitation originiates in a caring teacher or tutor, one who is a positive role model and one who provides lots of permission for students to learn. Adult and youthful offenders know what's going on. They very quickly know if a teacher cares or not . . . it's no big secret. Successful teaching is personalized teaching.

Note in a Barred Bottle

Wind is picking up
Sea is beginning to ruffle
Clouds are lining the sky
Received letter
Humidity increasing
Barometric pressure rising
Birds stop fighting the air
Letter starts off 'Dear John'
Fish are being chased by waves
Sails have begun to scream
Read first paragraph
Clouds have now betrayed the sun
Rain has betrayed the clouds
She gives reasons why
Wind joins the sea
Rain joins the two
Says her parents stand behind her
Hard right rudder
Man auxilliary pumps
Mayday mayday
Struggling to read on
Fifty feet crest tramples deck
The weight of the sea is on my back
The power of one crushes me greater than three
She signs her letter 'Farewell'
The sun begins to rise
The sea is whispering to the wind
I am drifting on wreckage
God it is good to be alive

by Lawrence McFadden
former inmate

Preface

The Correctional Education Association (CEA) has long recognized the significance and frequency of adult and juvenile educators "doing whatever works" in order to maximize classroom instruction and assessment.

Because of a much needed demand for additional instructional methods training, CEA recently developed an assessment and instructional model that went on to form the theoretical and practical framework for two separate CEA/PBS teleconferences in 1992 and 1993. At these televised sessions, CEA advocated the importance of sound, methodical assessment and presented "tried and true" instructional strategies that are rooted in success. The panel concluded that instruction must be holistic, individualized, personalized, and goal-directed. It also felt that once an honest, open learning environment is established, one which recognizes and deals with individual student differences, good student-teacher interaction will result. This handbook on literacy assessment and instructional methods evolved from repeated requests from teachers in the field who simply wanted to know what basic instructional techniques work best and how they can go about successfully implementing these methods in their classes.

A discussion of motivation, assessment, reading, and writing instruction is included here with the most comprehensive section on reading. The reading instruction chapter includes sight word instruction, word attack skills instruction, language experience approaches (including the directed listening language experience approact), the Fernald method, and duet and silent reading techniques. Lots of useful examples are furnished to insure a thorough understanding of each technique. A hands-on appendix likewise provides additonal information in the forms of a handy goals checklist, adaptive instructional strategies, and tips for recognizing and dealing with learning disabilities, to name a few.

Context understanding and general comprehension development techniques are not separately treated in the reading chapter. Instead, much of the reading comprehension instructional training is embedded in section three on language experience. Space limitations prohibit the extended treatment of such noteworthy comprehension improvement techniques as CLOZE, SQ3R, and establishing purposeful reading strategies. Each, however, is important and worth learning more about, especially since

reading for understanding and contextual comprehension are the most critical of all of the reading skill areas; poor readers need to be weaned quickly from their all-too-often typical word-by-word struggle they think reading is all about. Reading is about comprehension, not just words.

CEA recognizes the importance of a well-balanced instructional approach to teaching reading. Instructors should try to incorporate interest and learning style modality assessment within instruction. These will help in the overall data gathering process. Interest and learning style testing provide instructors and tutors with additional assessment clues to help direct and adjust the instructional and goal planning processes. Regular conferencing, too, helps insure ongoing goal and objectives tending and should be utilized to guide the continuous adjustment of instruction. Conferencing provides both the tutor and student with a regular source of feedback.

Note that the following are common mistakes often made when teaching reading skills:

1. Not enough time spent on actual reading;
2. Overemphasizing phonics assessment & phonics instruction;
3. Encouraging readers to sound out unfamiliar words versus reading them in context;
4. Too much oral reading with overemphasis on accuracy vs. understanding;
5. Failing to draw on student's background experiences;
6. Less attention to reading for meaning vs. the tendency to focus too much on letters and words in isolation;
7. Failing to make instruction vital to student needs and goals
(Adapted from Jerry Milligan, *Journal of Reading*, November, 1986).

Motivation

by Marie Leeklev, Instructor, Ethan Allan School for Bovs

For students in a correctional classroom, "Education is a foreign country where thev had once been, one to which they do not want to return" (Garfunkel, 1986, p. 159). Given a choice our students would rather work in the institution's kitchen or laundrv than be in a classroom reading. Yet I find teaching his challenging population enjoyable, meaningful, and most rewarding. There are a few basic elements that can help anv correctional educator experience the same degree of success and enjoyment. I attribute my success to having a proper attitude, good atmosphere, realistic and achievable student outcomes, and the appropriate materials for teaching and assessing learning.

One of the basic elements of success in a juvenile corrections classroom is the teacher's attitude and perception of the students. Ask a teacher to describe the class, and you'll get an idea of what happens in that classroom. This is especiallv true in a corrections setting. The teacher who is not succeeding will usuallv describe the students as losers, drop-outs, illiterates, juveniles, rowdy or even violent and lazv. Another teacher in the same institution will describe the students as okav, needing a lot of help, trying reallv hard, good and she will wonder why many of them are even there. How a teacher perceives inmate students will affect what happens in that classroom.

Goethe is credited with saying, "If you treat people the wav they are, thev will stay that way. If you treat them the way they could become, they will." Believe your students are gentlemen and scholars and you will help them to become gentlemen and scholars. Your attitude arises out of your fundamental beliefs about your students. You must believe in your students and their ability to learn. You must believe your students can learn, that they must learn, and that they really do want to learn. Believing that students can and must learn will help you to find ways to accomplish that task. You will find answers because you believe your students are capable of educational success.

The next element for achieving success in the corrections setting is to provide a caring and trusting atmosphere. Someone once said our students don't care how much we know until thev know how much we care. Students want teachers to care enough not to give up on them. Can we as instructors be trusted not to give up on them as thev

struggle and work through their educational programs? When they get frustrated and quit working — will we stick with them patiently and will we help them to adjust when they yell and say, "I quit! Drop me out of this class!" Are we able to say, "No, we will not give up on you until you succeed. We will not sign you out until you pass. We will not sign you out until you graduate. Let's sit down and work out what needs to be done to get you over this difficult hurdle." In many corrections classrooms, students quit every day because teachers let them when they complain and become disruptive. I have found that saying they can drop when they pass the course, or when they are dismissed from the institution will usually get them back on track. Help them through the struggle; they'll love you for it and they'll grow from it.

Thirdly, know what outcomes are to be set for your student. What are the desired outcomes or goals for the student who enters your classroom? Are you able to describe a profile for success in your classroom? And does the student know what he or she is to accomplish? If you know what it is you want to accomplish, it is easier to accomplish that task. Too many times in education we use textbooks as goals. Start on page one and go as far as you can. In corrections with open enrollment this is not always a worthy or a realistic goal.

Finally, have a wide range of materials on each subject area — from simple to complex and comprehensive. The idea is to help your student experience positive educational success. You want him to experience success so he'll want to continue to work towards his goal. You give him the text that matches his reading ability. Remember that many students in corrections do not choose school as the place where they would like to be. It is important, therefore, to entice them into wanting to be in school by having materials that fit their reading levels and ones that not only challenge but provide opportunities for success. Having the right materials makes it easy to help the student maintain quality time on task.

You will want to pretest your students when they enter your classroom. Use this activity as an opportunity to set up the conditions described above. Sometimes pretesting takes two to three days, but this gives the instructor and the student a chance to see where they are starting from and what the student needs to do to achieve his goal. It also gives you a chance to observe the student's study and work habits. When the pretesting is over you can then sit down with the student and talk about the results and make plans for what is to happen in the class. It is during this conference that you can set the tone for student success as you both design his individual educational plan. This is when the student is assured that you will be there to help him achieve his goal. This is the time you let your student know the importance of communicating with you about the materials you give him or about his progress in the class. Assure him that if one text doesn't work, you will try to find other materials to help him.

To summarize, the elements that are important for success in the classroom are attitude, atmosphere, realistic and achievable outcomes, and the proper materials to reach all of the different levels in the classroom. It is also important to have patience and a strong belief in the student. Care enough not to be so quick to give up on them when the going gets tough. Frustration can create discipline problems, but understand that's what it is and help them through it. Frustration can cause students to want to quit, so help and encourage them. Experience has shown that after a teacher helps a student over some rough hurdles that student will usually start to fly on his own.

Ways to Say "Good for You"
by Geoff Lucas

That's really nice.
Thank you very much.
Wow!
That's great.
Keep up the good work.
Much better.
Keep it up.
Good job.
What neat work.
Terrific.
Beautiful.
I'm proud of you.
Excellent work.
Marvelous.
For sure.
Sharp.
That's clever.
Very creative.
Good thinking.
Exactly right.
Super.
Superior work.
Nice going.
Fantastic.
Sensational.
Tremendous.
Perfect.
That's quite an improvement.
You really outdid yourself today.
Congratulations. You only missed ___
That's right, good for you.
I appreciate your work.
My goodness, how impressive!
You're on the right track now.
Great! Let me shake your hand.
It looks as if you put a lot of work into this.
Very interesting.
That's an interesting way of looking at it.
Now you've figured it out.
That's a good point.
That's a very good observation.
That certainly is one way of looking at it.
You've got it now.
You make it look easy.
That's coming along nicely.
I knew you could do it.
That's better than ever.
Spectacular performance.
You have just about mastered that.
You're doing that much better today.
Keep working at it; you will get better.
You are really going to town.
I have never seen anyone try harder.

Student Assessment

by Stephen J. Steurer, Ph.D.

Generally when teachers think about student assessment, they think about commercially - available standardized or competency-based tests such as the Test of Adult Basic Education (TABE) or the Comprehensive Adult Student Assessment System (CASAS). Such tests, whether norm reference or competency-based, play an important role in correctional education because they provide an efficient means of testing large numbers of inmates and are the source of reporting data required by the federal government under the Adult Education Act.

Standardized testing, however, does not provide all of the information necessary to plan effective instruction. In part, this lack of information arises out of the nature of standardized, multiple-choice tests. If a student cannot read, just guessing usually results in a score of 25% correct which, in turn, yields a grade level score higher than his or her ability. Also, there are seldom enough test items covering a specific skill to tell the teacher what strengths and weaknesses a student has regarding that specific skill. Test publishers have paid too much attention to reliability (test-taking to test-taking consistency of results) and not enough to validity (measurement of knowledge and the student's ability to apply it to real situations). The administration of these tests in a correctional setting also frequently makes for flawed results and a lack of accurate information for instructional planning. Most commonly, standardized tests are administered upon an inmate's reception into the system, and for that reason alone the score does not supply a true picture of that person's abilities. Given what we know about the problems of multiple-choice tests, teachers need better evidence on which to base instruction.

Assessment should include not only standardized and competency-based tests, but also interviews, informal tests, learning style assessments, interest inventories, and portfolios. Unlike the standard achievement tests and criterion referenced tests, interviews, informal tests, learning style and interest inventories, and portfolios provide assessment information the teacher can use for individual student program planning. The standardized assessment tests and criterion referenced tests are best used when large numbers of students must be sorted and placed into ABE and GED programs quickly and when state or federal guidelines require program effectiveness data.

It is vital to remember, however, that assessment of individual students must be conducted at the beginning of a literacy program and throughout the program to assist in planning and instruction. Using a full battery of measures, the teacher and student can confer together to develop an instructional plan based not only on the student's skill deficits and strengths, but on an awareness of the student's history, problems, needs, goals and interests. When assessment is placed in the context of instruction, it allows the instructor to constantly adjust the instruction to the student's changing needs. Indeed, assessment and instruction should not be treated separately, but rather be used in tangent with one another throughout the instructional period.

What to a ssess

In 1986 the Department of Justice, National Institute of Corrections, published a study done under contract with Far West Laboratories. After studying the Maryland tutoring program and several others, Far West Laboratories recommended the following areas for assessment:

- general literacy and mathematical skills; e.g. grade-level equivalent in reading and math
- specific literacy and mathematical skills: e.g., ability to identify short-vowel sounds or subtract two-digit numbers
- vocational interests; e.g. working with people, working outdoors
- vocational abilities and skills; e.g., mechanical skills or human relations skills
- literacy and numerical skills in relation to vocational skills; e.g., ability to read a repair manual or measure area
- employability skills; e.g. , interview skills or resume writing

For many reasons, programs need to emphasize different kinds of skills and this, in turn, affects the kinds of assessments that need to be conducted. If the literacy program emphasizes the need to develop student social skills and sense of self-worth (something for any and all programs), the following needs should also be assessed:

- esteem/self concept
- life management skills
- social skills

If the program affirms that education should improve students' ability to take responsibility for their own lives, in addition to the needs listed above, the following abilities should probably be assessed:

- problem solving skills
- decision-making skills
- goal-setting skills
- the ability to assume responsibility
- areas of learning that interest the student

In determining what to assess, the following learner characteristics should also be considered:

- motivation
- emotional handicaps
- experience/work and school history
- gender
- learning ability
- cultural/racial background
- learning handicaps
- English language ability
- communication handicaps
- length of sentence
- physical handicaps
- offender class

The areas that are chosen for assessment and the depth to which each area is assessed will determine what kinds of tools are used. Whatever tools are chosen, the student needs to know shy the instruments are being administered in order for the assessment to be fully effective. At any point in the administration of the initial assessments, the student and teacher can agree on an instructional plan, at least the beginning plan, which can and should be changed as the student and teacher learn more about the student's needs and goals. This initial instructional plan should be put on paper so progress can be tracked. Short-term, renewable, amendable contracts are to be preferred. See the appendix for examples.

Many of the above areas can be assessed with interviews, informal tests, and inventories either published or constructed by teachers and aides to match the goals of the program. Teachers will probably want to supplement any published tools with their own items or even develop completely new inventories or inteviews.

Informal tests include word recognition, word attack, word opposite and graded paragraph reading inventories. These types of tests are readily available. They require one-to-one administration with a certain amount of special training to do so correctly. Teachers with trained aides can greatly enhance classroom assessment using these informal measures. They include the Daniel's and Botel word recognition and the Johns Hopkins graded paragraph tests.

Interest inventories are usually homemade lists of questions meant to identify the professional and personal interests and goals of the student. The questions should correspond to the program goals: a family literacy program will focus on the dynamics of family reading and math skills, a life skills program will focus on functional skills for life in the community and workplace; prison programs will contain questions on functioning in the prison setting. An interest inventory is best given at the beginning of the program when the student and teacher need to understand each other.

Learning style inventories can help the teacher understand other important factors such as the student's auditory, visual and manual strengths and styles and whether or not the student likes to work alone, with a buddy or in a group. There are several available such as the Barsch and the New Readers Press "....." which are listed in the appendix of this text. These are best administered in the beginning of instruction so as to assist in planning the program.

Informal reading inventories include word recognition tests(graded word lists), functional word lists (most commonly found words in life skill situations), graded paragraphs with open-ended questions, word attack tests (consonants and vowels, word patterns and syllabication) are included in the definition of reading inventories. These tests do not rely on multiple choice answers. Student responses are recorded and analyzed according to a system established by the publisher or university. Some examples are the John Hopkins University inventory and the Woodcock Johnson Battery. These tests establish instructional grade levels and skill inventories. They are best given near the beginning of the program, but not necessarily at the first session. Such tests can easily tire or frusrate the students since they reach a point where they cannot answer more questions. The tests can be given over time or as a complete battery by trained teachers and tutors in conjunction with interest and learning style inventories. Together they form the best battery of assessment tools.

It may not always be easy to spend sufficient time administering all the tools, tests and inventories mentioned in this chapter, but they all do not and should not have to be administered on the first days of class. Ideally, trained community volunteers and inmate classroom aides can give many or all of them for the teacher. More and more states not only allow inmates to play a strong role as trained volunteers, but also encourage such practice as part of the inmate rehabilitation program. Inmate aides in Maryland, working in the Peer Tutoring Literacy Laboratory, under the direct supervison of highly trained teachers, administer informal tests and interest inventories and plan for instruction daily with the teacher, students and other inmates aides. Information on tutor training and a list of tutor training programs are included in the appendix.

Here is an example of an assessment done on a young adult who we will call KW. He was recommended for testing because his reading was so low that he did not even do well on the survey section of the Test of Adult Basic Education. In fact, he refused to finish the test out of frustration.

KW was interviewed and the following interview information was obtained. He is righthanded, 18 years of age, was in special education at Level V (a school for special education students only). He had been in school until the time of his incarceration. His mother was available for interview by telephone and was very interested that he continue his schooling behind bars. She verified the above information and also told us that, although he had been attending the special school, he had not made much progress. She was not sure of his special education handicapping condition, except that he had some kind of auditory processing problem. He had been tested by the public schools a number of times and could hear and see normally.

He said that he liked to play video games and watch certain TV sitcoms and did so regularly. He had played baseball and liked to watch football and basketball on TV.

His main goal was to read better and learn more words, especially those which would

help him with sports. He had no particular job interest.

The following tests were chosen to be administered: Botel Word recognition Form A, the University of Maryland Nonsense Syllable Test (a word attack and phonics skills test), The Maryland Adult Performance Program (MAPP)Test, survey Achievement Level A Form 250 and the Johns Hopkins University graded paragraph inventory. (Samples of the last two tests are included here at the end of the chapter.)

The testing took place within about 1 and 1/2 hours. KW scored a 1st grade instructional level on word recognition. A copy of the first two pages is attached. It was obvious from his incorrect answers (note they are written down although the test directions do not require it) that his word attack skills include initial and final consonants, but KW does not have good ability with vowel, consonant blend and multisyllabic word skills. The lack of these skills is most obvious on the 2nd-1 and 2nd-2 levels. The Nonsense Syllable test was not given at this time because it would have been very frustrating. It should be given in parts at later dates.

The next test given was the MAPP test which is a version of CASAS (see Appendix). This test was given as a power test, that is, an untimed test. It involves reading simple multiple choice items on traffic signs, counting money, telling time, telling digital time from traditional clock time, using vending machines, and doing simple application forms. The test is attached with his answers circled. He was able to get 23 out of 27 correct. He had some trouble reading traditional clock faces, struggled with counting coins (although he got question 5 correct, showed trouble with multisyllabic words again, with addresses on envelopes and reading a food price label. In the interview it was noted that he did not know the difference between zip codes and area codes.

KW then took the graded paragraph test and started to show real problems with word attack and comprehension at the first grade level. Comprehension questions, which are not attached, involve summarizing what was read and then answering questions about main ideas and facts. His comprehension at the first grade level was poor because he missed so many words he could not summarize what he read.

Implications for future instruction and assessment.

Assessment should be continuous. One kind of assessment could be a diagnostic test on word attack. Can he learn and apply a word attack principle? For example, since he knows most of his initial and final consonants why not try to teach KW a set of consonant blends such as bl, br, gl, gr and other common blends. Choose words he knows with these blends or teach him some of these words as sight words, then give him some new words with the same blends and see if he can pronounce them, particularly the blend part. If that works send him on a word hunt in a sports page to find more such words.

Since KW and his mother stated that he was in special education, the public school system needs to be contacted to obtain available records. In addition, any information and material that are available from his previous instructors would be helpful. He should be referred for special education services within the correctional system as well.

In any case, there are a lot of things that could be done to help him improve. Since he has such a difficult time with low level reading materials he could be given instruction

using the Directed Listening Language Experience Approach illustrated in the next section on instructional techniques. KW is interested in sports so the topics could come from current basketball or football.

At his age, given the amount of time he has been in special education, it is surprising that his word recognition and sight vocabulary are so low. A multi-sensory technique like the Grace Fernald VAKT system ought to be employed to see how fast he can learn and retain. If he has some kind of auditory processing problem instruction which relies heavily on verbal presentations will not work well. He needs simultaneous visual, oral, aural, tactile, kinesthetic instruction. VAKT and language experience approaches could be most helpful. Computer instruction that is both visual and auditory can be beneficial.

His everyday reading skills should be taught in context as well. He needs math and reading instruction for basic buying and everyday living activities. There are lots of instructional materials from such companies as New Readers Press and others which could be used. Play money and other manipulatives would probably be helpful. Ads from the newspaper on food and other items he might want to purchase could be useful.

In brief, it is obvious that KW needs intensive help that involves all of his senses and is practical and targets his interests. Continuous monitoring through periodic diagnostic and informal assessment need to be conducted. Learning style assessment and interest inventories should be given early in the program. Finally, vocational aptitude and career interest inventories might help KW explore job areas he will need at release. There might be some possibilities to link up academic with appropriate vocational instruction.

NAME KW

LEA	SCHOOL	TEACHER ID

Level A
Form 250

SURVEY ACHIEVEMENT
LEVEL A
FORM 250

23 out of
27 correct

Maryland Adult Performance Program

PROJECT

Competency-Based Assessment System

18

Raw Score _____

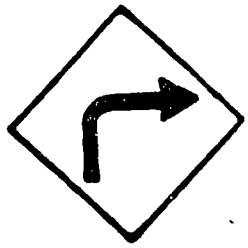
SAMPLE

Circle the correct answer.

You may turn right.

A 

B 

C 

D 

SAMPLE

Circle the correct answer:

1¢ ?

A 

B 

C 

D 

1.

5¢ ?

A 

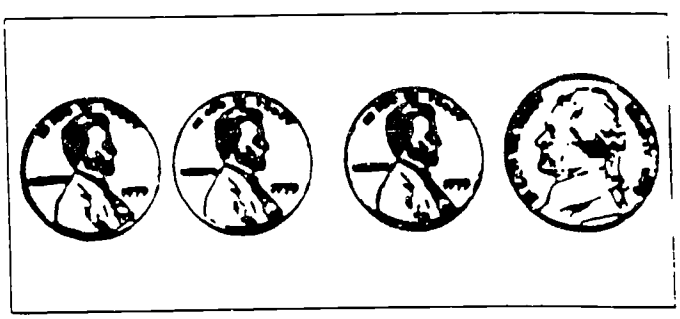
B 

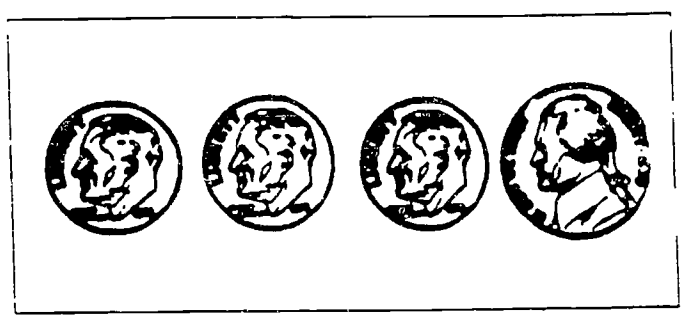
C 

D 

2.

56¢ ?

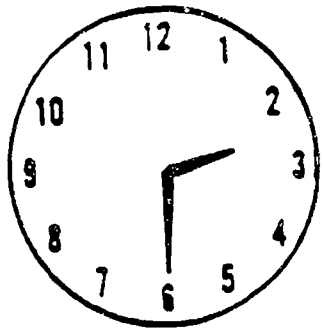
A 

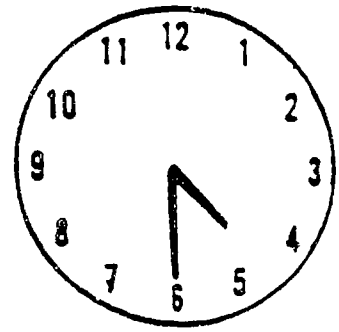
B 

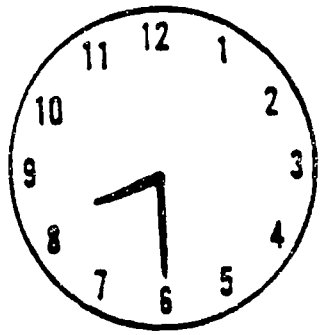
C 

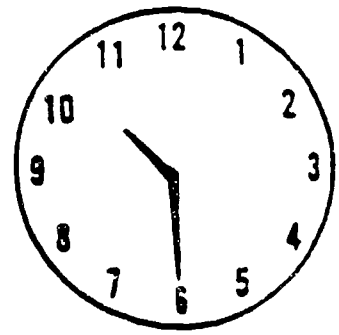
D 

3. It's 10:30.

A 

B 

C 

D 

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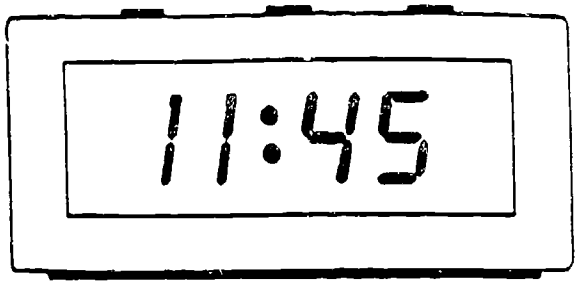

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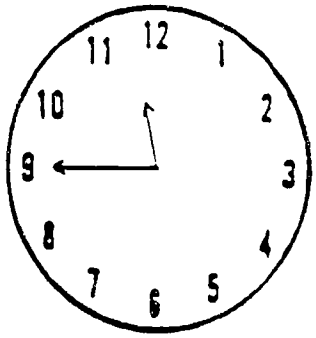
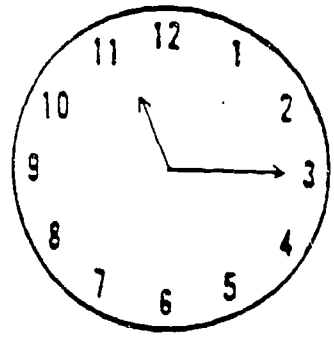
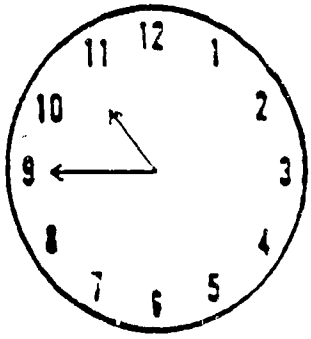
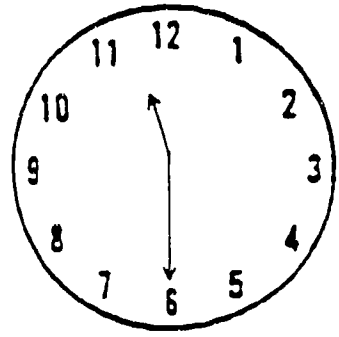
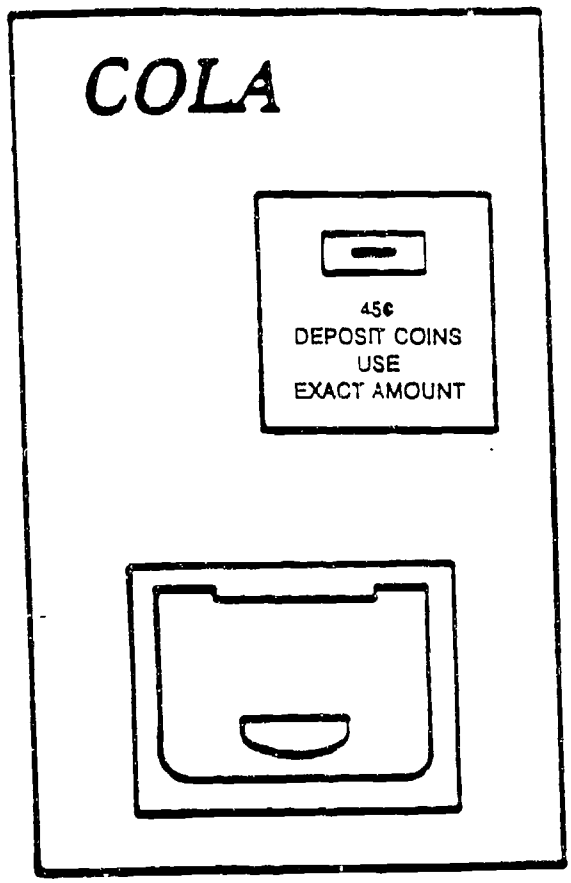
A 

B 

C 

D 

5. Deposit 45¢



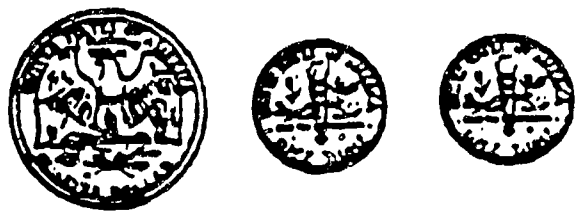
25
10
+ 5
35

25 15
+10 +10
35 25

1
25 30
+ 5 +10
30 40

A

B



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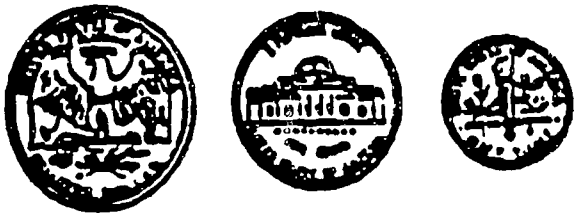

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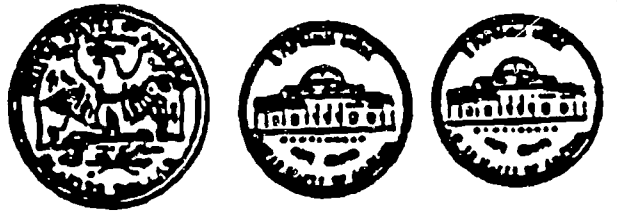
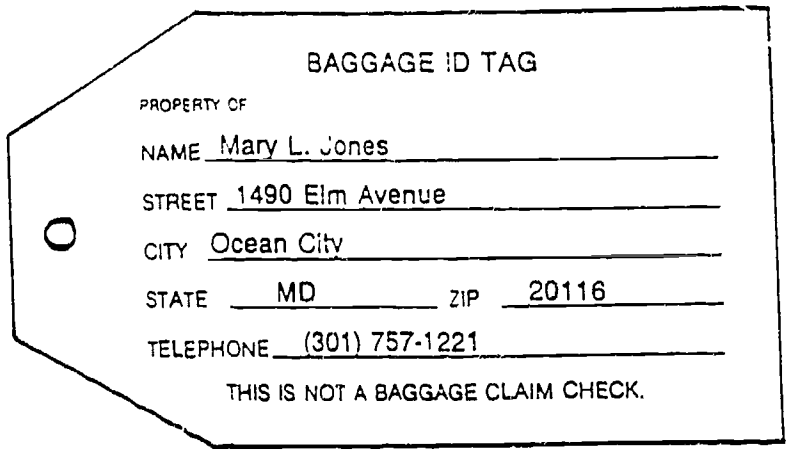


25
25
+ 5
35

30
+ 5
35

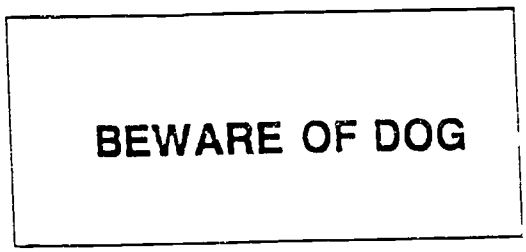


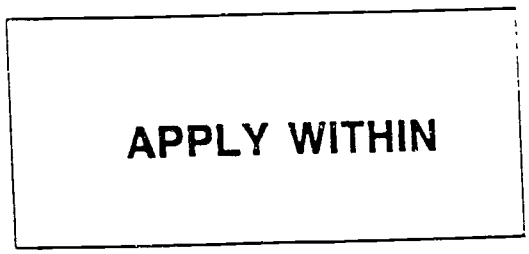
13. What is Mary's area code?

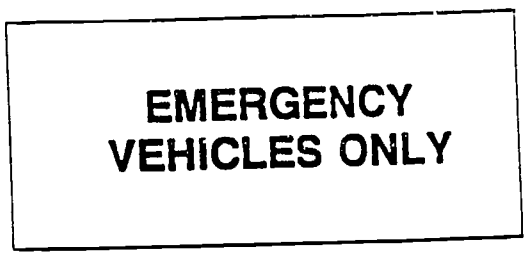
A. 1490
B. 21404
C. 757
D. 301

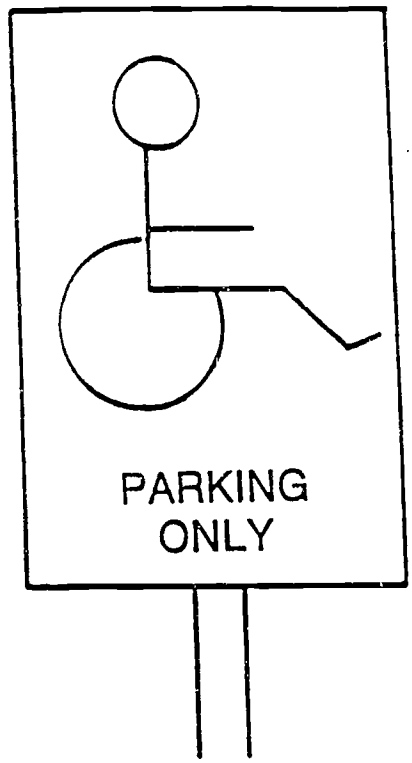
14. Ambulances can park here.

A 

B 

C 

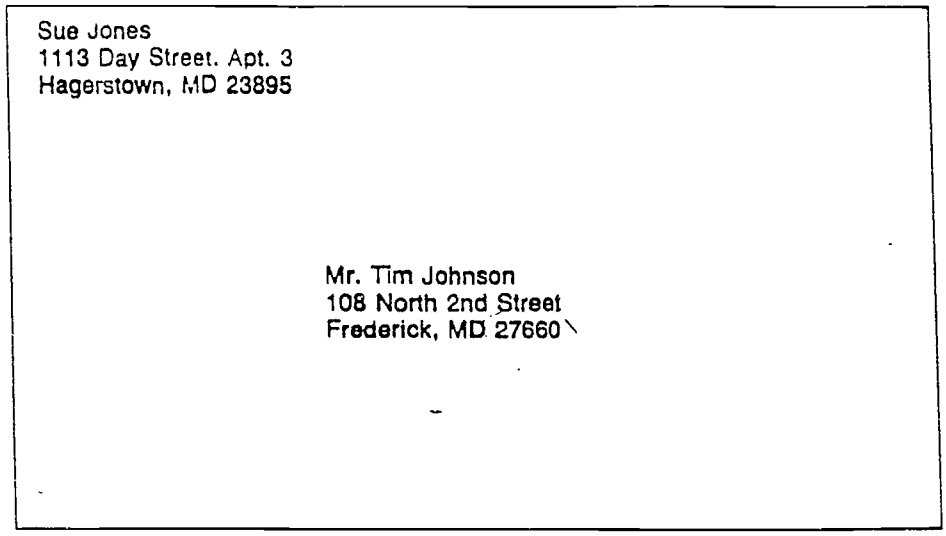
____ D 



15. Who can park here?

A. Bicycles
B. Buses
C. Motorcycles
D. Handicapped

DIRECTIONS: Use this envelope to answer the next questions.

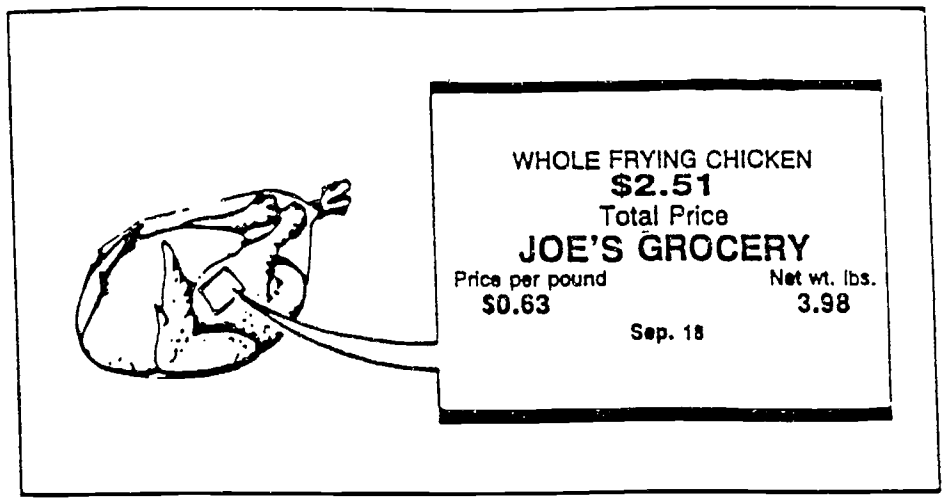


24. Who received this letter?

A. Hagerstown
(B) Mr. Tim Johnson
C. Sue Jones
D. Frederick

25. What is the Zip Code for Frederick?

A. 23895
B. 27660
(C.) 108
D. 1113



26. What will you pay for this package of chicken?

A. $ .18
B. $ .63
C. $2.51
D. $3.98

27. How many pounds is the chicken?

A. .18 pounds
B. .63 pounds
C. 2.51 pounds
D. 3.98 pounds

BOTEL READING INVENTORY A

Word Recognition Scoring Sheet

Directions: Use the following codes in response column:

correct word	✓	
mispronunciation	M	(and word said)
substitution	S	(and word said)
refusal (after 5 seconds)	R	

To get percentage of accuracy, multiply number of errors by 5 and deduct total from 100.

Pupil K. W.

Date 1/16 -

Instructional Levels 1st

Teacher

A *Pre-Primer)*

	Word	Response
1.	a	✓
2.	ball	✓
3.	blue	✓
4.	come	✓
5.	father	✓
6.	get	✓
7.	have	✓
8.	house	✓
9.	in	✓
10.	it	✓
11.	little	✓
12.	make	✓
13.	mother	✓
14.	not	✓
15.	play	✓
16.	ride	S raid
17.	see	✓
18.	to	✓
19.	want	M went, went
20.	will	✓

Score 90 %

B *(Primer)*

	Word	Response
	all	✓
	at	✓
	boat	M bat
	but	✓
	do	✓
	duck	✓
	find	fes, fir
	girl	✓
	he	✓
	kitten	✓
	like	✓
	now	✓
	out	✓
	put	✓
	saw	✓
	stop	✓
	thank	✓
	there	✓
	three	✓
	train	M there ✓

Score 90 %

C *(First)*

	Word	Response
	about	✓
	as	at ✓
	be	✓
	by	✓
	could	✓
	fast	M fes, fat
	friend	✓
	guess	✓, fass
	hen	✓
	how	✓
	long	✓
	mitten	✓
	never	nave ✓
	old	✓
	party	✓
	sat	✓
	some	✓
	tell	take ✓
	tree	✓
	walk	✓

Score 90 %

12137675

ISBN 0-695-2 0862-4

D (Second–1)

	Word	Response
1.	across	M ask
2.	balloon	✓
3.	best	bat ✓
4.	burn	M barn
5.	care	M car could
6.	coat	M cut caught
7.	dress	✓
8.	fire	✓
9.	gone	go gone ✓
10.	knew	M know
11.	miss	M mrs
12.	off	✓
13.	pig	✓
14.	right	✓
15.	shall	M sister small
16.	six	✓
17.	table	✓
18.	together	✓
19.	turn	M train
20.	wood	✓

Score 60 %

E (Second–2)

	Word	Response
	above	M about
	bakery	M bacic
	broke	✓
	clown	M could ✓
	done	M doin do one
	face	✓ C
	flew	flue
	grass	grass
	heavy	Have
	joke	jack
	leave	leaves
	most	must
	pass	pants pennies
	pumpkin	pecpere
	rode	✓
	sell	slow
	sorry	✓
	strong	sending
	third	three
	wet	✓

Score 30 %

F (Third–1)

Word	Response
able	
block	
child	
daddy	
edge	
fix	
half	
Indian	
lot	
mind	
north	
pile	
pour	
rich	
secret	
silver	
squirrel	
teeth	
trap	
watch	

Score ____ %

I am something red.

I can go fast.

You can ride in me.

Jump in. Here we go!

What am I?

I am a car.

I am pretty.

I am white.

I can jump up.

I go hop, hop, hop.

Come play with me.

1. It is a rabbit
2. Because it can hop or jump
3. It is white

Spot likes to play with cats.

Spot sees a fat cat.

But that cat cannot play with Spot.

Fat Cat is too big.

He is too fat to run.

This makes Spot sad.

1 Spot plays with cats
2 Spot is sad because the cat is too fat to run

Reading Instruction Methodologies

Adapted by Geoff Lucas from *The Johns Hopkins University AcademyTutor Training Manual*, written and compiled by Patricia Gold, Ed.D., 1981, and other publications as noted.

Section One: Sight Words

Sight words: An introduction

Beginning readers have lots of trouble with sight words. Not only do sight words defy most known rules, but they pervade even in the simplest print selection.

Sight words are words the reader recognizes immediately instead of sounding them out (decoding). For good readers, most words are sight words. Poor readers, on the other hand, may not have any sight words in their reading vocabulary. One of the main goals of a reading program is to increase readers' sight word vocabularies.

Consequently, sight word instruction needs to be an integral part of beginning reading instruction though it often gets too little attention. Repetitive drill frequently becomes laborsome for both student and tutor and can be time consuming. However viewed, sight word instruction is critical.

Authorities claim that one hundred basic sight words account for sixty percent of all the words in reading and writing. Your appendix contains a listing of high frequency sight words that purports to make up fifty percent of written language.

Remember, the student already knows most sight words. They are frequently a part of his speaking and listening vocabularies: our job as instructors is to present these "mystery" words as optimally as possible so that the learner can assimilate them into his reading vocabulary. The choice of optimal techniques will vary from student to student depending on ability, interest and learning style. A well-equipped teacher or tutor must be willing to provide a mix of methodologies, a "whatever works" philosophy: one-on-one, small group, high tech, low tech, paired instruction, peer instruction, life-skills based, goal-oriented, and need-based instruction, to name a few.

Both teachers and tutors have preferred teaching styles, and each needs to be mindful of the ways they instruct. Are we flexible enough and able to shift our methodological gears when challened beyond our customary levels of tolerance? Can we personalize instruction accentuating student needs and goals?

Methods of instruction

Sight word instruction

Some words have to be introduced as sight words because they don't follow phonetic patterns. The tutor may want to call these "outlaw words" since they don't follow the rules. The tutor needs to explain that these words have to be memorized because they don't sound the way they look. Some examples of "outlaw words" are: debris, depot, mortgage, ache, heir, ballet, awe, salmon, shoe, and facade.

The tutor should not select words from the list; instead he or she should choose words which come up in the student's reading and language experience stories.

Besides words which are spelled irregularly, other types of words can be made into sight words by the tutor. These other types of words include:

* utility words - words which occur frequently in written materials
  Examples: a, and, the, of, when, where, why, how, but, to, of, at, in
* words which represent a phonic pattern or spelling pattern which is being introduced. Examples: when teaching the vowel, consonant patterns, the following words could be sight words: came, Pete, wide, hop, rude.
* words of special interest to the student: names of family members, words associated with the student's job, and words from favorite stories fall into this category.

To teach sight words, the tutor selects no more than 6 per lesson. The tutor writes one word on one card, then reads it to the student. The student repeats the word. Then the tutor writes the word in a sentence and reads the entire sentence, or asks the student to read the sentence.

Teaching a sight vocabulary is a good place to begin with adults. It provides immediate results and gives the adult confidence. It also provides a secure base upon which to build additional word attack skills.

Teaching sight words

MATERIALS: 1 1/2" x 2 1/2" cards, felt-tip pen, pencil,notebook ring.

General Method

1. Decide which words are to be covered in a sight word lesson (4 or 5 words).
2. Print these words in lower case letters on the cards, one per card.
3. Have the client dictate a sentence to you using each of these words. Clients can dictate the sentence while you write the sentence on the back of the card, underlining the word to be taught.
4. Flash these cards, one at a time for the client to read aloud.
5. Next lesson, show your client one of these cards at a time, asking for the word to be read aloud. As your student reads, sort the cards into 2 piles; words already known, and words not known. Put the cards the client knows on a notebook ring.

6. Teach the words not known, one at a time.
7. Put these cards in a row as you read them aloud.
8. Select one word to begin learning. Say "The word is?"
9. Have your student look closely at the word, noticing its shape, the number of letters, and what it felt like to trace the word in the air or on the table.
10. Have the client say the word; ask, "What is this word? How would you use it?"
11. Again, ask that the word be repeated.

- Repeat the procedure with other words.
- Mix new sight words with the old, and review often. Add words learned to notebook ring so the client can see the vocabulary grow.

There are any number of ways to teach sight words. Creative and imaginative approaches are as varied as are tutor and teacher personalities. Try using a Dolch sight-word test, design a sight-word "Go Fish" card game, or label wooden blocks with appropriate sight words and have students build sight word towers. Encourage student to use these blocks or personalize flash cards to choose a new sight word from a group of words spread out on a table. Ask the student to make up a sentence using the new word (the student can dictate the sentence to the tutor); attempt matching exercises and find-a-word techniques.

Have the tutor print sentences from language experience stories omitting certain sight words. Have the student fill them in; encourage sensible substitutes.

Other effective ways to teach sight words include use of:

- a language master device with both pre-printed word cards or blank cards which can be adapted directly to student needs;
- a variety of computer software programs, some of which incorporate voice synthesizers; simple loop programs can be designed on the spot incorporating special interest words.
- try putting sight words on brightly colored transparencies for use with an overhead projector. The colors often motivate and can visually stimulate learners, particularly visual learners.

Which sight words to teach

Which words do you teach as sight words? Generally, those which your client will encounter most often. The Every Student Every Day sight word list in the Appendix contains 111 high-frequency words that make up 50% of written language. Add to this list by considering words the client needs to know in order to shop, to work, to drive, and whatever else you know he/she does regularly.

For example, if your client cannot recognize his/her own name in print, the first sight word taught should be his/her name. Say, "When I say your name, this is what it looks like in print. Print the word on a card and let him/her keep it, saying "look at the word as often as you can." Show how to reproduce the letters. When he/she can look at the word and recognize it as his/her name, he/she has learned his/her first sight word.

If the client is interested in obtaining a driver's license, words on traffic signs would be important. The word "stop", for example, is very important. Find a picture of a stop sign or draw one. Paste it on an index card. On the opposite side print "STOP". (If a word you are teaching normally appears in all capital letters, print it that way; otherwise, it is best to begin with small letters.) Using the general sight word method, teach the word "stop" as it appears on the sign and as it appears alone. Use the sign as a clue whenever the client doesn't recognize the word by itself.

Once your client has learned several sight words, you should determine how many you can teach in a session. If your client can remember only half of the words you taught last time, you went too fast. If he/she remembers all the words, perhaps you can go faster. Mastery is most important in learning sight words; a word cannot be considered a sight word until the client recognizes it instantaneously, without hesitation or error. It is also important to recognize the word in context. Have him/her find the word in a paragraph from a magazine or newspaper. (Indicate the general area where the word can be found.) Show the word in different settings and print types.

IF YOUR CLIENT HAS TROUBLE WITH SIGHT WORDS:

1. Have the client trace a large copy of the word, letter by letter, while saying the word.
2. Glue yarn in the shape of the letters to a large card and have the client trace the word, feeling the shape of the letters.
3. Sprinkle sugar, salt, or sand onto a cookie sheet and have the client draw the letters of the word in this material. (The physical act of tracing and feeling the letters as they are drawn is helpful to many learners.)
4. Draw around the word so that the shape of the word can be seen.

Using a structural analytical approach, the tutor can draw the student's attention to dimensioning. For instance, with the word "little," point out that the word starts with a large letter followed by a small letter then three large letters; "little" ends with a small letter. This instructional mode appeals to visual learners; learning style inventories can help diagnose preferred learning channels.

Arrange troublesome words into a random pattern, as below. Have the client pick out specific words or read them to you:

I be we he it I a the be

he she it

Pair small words with other known words. Have the client learn them together, then separate them: a ball, the car, and so forth.

You must expect that the little words in English are very difficult and very important.

to in their then of

too on there than if

two an they're thin

These words are not true sight words until the student can respond to them in a meaningful context. Ask your student to say the word when presented and use it in a phrase or sentence, for example:

to the house

two shoes

too much

One of the most effective techniques to teach sight words employs a teacher-made, student-directed audio cassette treatment. The emphasis here is not to provide a phonetic treatment of sight words but to make cassettes for drill purposes to reinforce learning. Five or so sight words are recorded on tape by the instructor; each one is talked about, spelled and used in a variety of sentences. The student follows along with a word list and should be called upon from time to time to interact and to write the word(s). Teacher aides can design crossword puzzles or personalized cloze exercises to complement taped instruction. Note that particular sight words are chosen on the basis of their direct usefulness to the student. Taped lessons can free up the tutor to work with a number of students at a time.

Other word attack skills include the ability to identify consonant blends, base or root words, and common prefixes and suffixes. Most of these skills require some advanced development. After initial and final consonant sound instruction, however, consonant blends and digraph identification and instruction should occur. Follow the general method for teaching consonant sounds as outlined in the text; adapt the steps to incorporate consonant blends.

Section Two: Word Attack

Word attack: An introduction

Word attack skill areas include those techniques which enable the learner to decipher (decode) an unknown word, to be able to pronounce it successfully, and to understand its use in context. The student's word attack skills are sufficiently developed if she or he can engage all three techniques independent of the instructor.

Most problem readers are deficient in word attack skills. Of all of the reading instructional areas, word attack negotiations remain the most troublesome weakness area. Our goal, as instructors, is to equip students with the decoding skills necessary to foster independence: to decipher the word and recognize its meaning in context.

Word attack generally falls into three categories: phonic clues, structural clues, and context clues. Dictionary skills are often considered a fourth word attack category that will at times need inclusion in remedial instruction.

If every word in the English language had to be learned as a sight word, reading might be a slow and tedious process. However, our language is built on repetitive sound patterns which can be learned, giving us keys with which to unlock unknown words. It is these regular recurring patterns that you should begin teaching your client.

Consonant sounds are the most regular in our language; therefore, first teach the names and sounds of the consonant letters (the consonant letters are all the letters except the vowels a, e, i, o, u). Also, introduce groups or clusters of consonants that regularly appear together to produce specific sounds, ch, th, sh, wh, ph, and gh.

Teaching initial and final consonants

Base the teaching of consonants on known words (sight words) to give the client

something to refer to when you are teaching a particular sound. One can more easily associate a printed letter with a known word.

MATERIALS: Index cards or paper; felt-tip pen or other writing materials.

GENERAL METHOD FOR TEACHING CONSONANT SOUNDS:

1. Print the capital form of the letter you are teaching on the top left of an index card.(If your client writes cursively, put this form underneath.)
2. Say, "We're going to learn about the letter N. Next to this big N, I'll print a little n. The N is called a capital . Now I'll writ some words which begin with n.
3. Write 2 or 3 words the client already recognizes below the small letter on-the card. Try to think of words in which the beginning consonant is followed by a vowel instead of another consonant (bow, not brow).
4. Ask your client to think of any words that begin like the words already on the card. Write down whatever words come up that begin with the letter you are teaching. You may have to give hints or supply words yourself at first. Write words that are normally not capitalized words under the capital letter.
5. Ask your client, "What do you notice about the sound of each of these words?" Your client should answer that they all begin with the same sound. Read down the list of words, emphasizing that they all begin with the same sound. Ask, "What do you see that is the same in all of these words?" The client should respond that they all begin with the same letter. It is difficult to voice many consonants without an accompanying vowel sound, and this may confuse your client as to the actual sound of the consonant. For example,the sound of the letter b is not buh; it is the sound that is heard at the beginning of the word boy or ball. But sometimes the "buh" sound is the closest we can come to the sound of the letter b.
6. Choose one of the words on the consonant card for the client to use as a key word to remember the sound just learned. Be sure to choose an already mastered sight word.
7. Tell your client, "Listen to the words I'm going to say. Which of these words starts with the sound?" Have a list of 4 or 5 words, with three beginning with the letter you are teaching. The client answers yes or no as you say the word.
8. REVIEW! Point to the letter on the card. Ask your client to name the letter. (Capital and small letters.) Remove the card. Ask him/her to tell you other words that begin with that sound and/or have him/her read the words you have written on the card. Ask him/her to write the letter you have been working on, perhaps on the back of the card.
9. After you have taught a consonant as a beginning letter, teach it at the end of words, using the techniques outlined in 1 through 8 of the general method.
10. Repeat this process for each of the consonant letters of the alphabet. All of the consonants may be taught in the initial position except x, which should be taught first at the end because this is where it occurs most often.

Principles to apply in teaching phonics

Teach only the phonics needed by the student. All people do not need the same amount of phonics instruction. The optimum amount of phonics instruction for a person is the minimum that will result in his becoming an independent reader.

Teach the phonics skills with words that the student can read. Use familiar words from a word bank or reading material the student can read.

Provide practice with the skills using unfamiliar words

Provide practice in context. Use sentences, word meanings, puzzles, and other activities that require meaning. Students should not be merely saying words - but using them in ways that show understanding of the words.

Stop phonics instruction when ever the student becomes confused or frustrated.

Since researchers have not yet discovered how phonics is learned, they do not know how it is best taught. Teaching phonics before the student is ready will confuse, cause frustration, and kill motivation. The student will demonstrate a readiness for phonics after acquiring some sight words. Sounds of letters and word patterns will be observed by the student. The tutor should encourage such observations and use them as a basis for beginning phonics instruction.

WHOLE-WORD PHONICS - RHYMING WORD PATTERNS

Because so many people taught to sound and blend words either be-

come slow, laborious word-by-word readers or remained unsuccessful in their attempts at blending, phonic techniques were worked out which attempt to avoid the separate sounding of word parts. The basic principle is to help the learner become aware of the contribution of letters and phonogram units to the sound of the word by comparing and contrasting whole words, rather than by the separate sounds of the parts.

This focuses on whole words that sound and are spelled in the same

way. It makes the most of the fact that many words are easier to learn to read because the same one pattern regularly sounds the same. Since these patterns appear in most of the words of English, students learn to read great numbers of words by learning only a pattern. For example, two regular patterns are found in bit (fit, lit, pit) and bite (kite, cite, mite). Therefore, rhyming words have the same pattern visually and sound the same. that is they look the same and sound the same. Until the student is proficient with using rhyming, do not use words that are exceptions. For example, head and bead look the same but do not sound the same; whereas bite and light sound the same but do not look the same. Avoid patterns that do not look and sound the same until the student can rhyme easily.

The basic technique is that of letter substitution (or phonogram

substitution). When s/he comes to an unknown word such as mast, the learner is encouraged to think of words which begin and end like the unknown word. S/he must be able mentally to drop off the ending of man and carry over the beginning while he thinks of the ending of last, so this is really kind of quick mental blending.

Another variant of the method teaches initial consonants by means of cue words. The learner is taught four steps:

1. Think of a known word that resembles this new word.

2. Drop off the part that is different.

3. Think of the sound of the new part, or think of a cue word that gives this sound the new part.

4. Without sounding the two parts separately, say the new word. As the consonant sounds become securely learned and skill in the method grows, the second and third steps drop out, and the new part is immediately substituted, so that the learner thinks: last, mast. The same technique of thinking of a familiar word and making the necessary substitutions can be used also for final consonants (meat, meal), and for vowels (spin, spun).

HOW TO TEACH WORDS IN PATTERNS

When teaching words in a pattern, begin with a word already known by the student. Choose a word in the student's word bank or language experience story which the student recognizes easily.

To teach rhyming patterns have the student:

1. Read the first word.
2. Underline the pattern that is the same in all of the words.
3. Note that the only difference in the words are the first letters.
4. Listen as the tutor reads all of the words.
5. Read all of the words.
6. Read additional words with the same pattern.
7. Read the words in sentences.

As an example, the student:

1. Reads the first word listed, mad, a word recognized easily from a word bank or language experience story.
2. Underlines the pattern that is the same in all of the words listed.

mad

sad

dad

3. Notes that the only difference in the words are the first letters, m, s, d.
4. Listens as the tutor reads all of the words listed.

mad

sad

dad

5. Reads the words listed.

mad

sad

dad

6. Reads other words that have the same pattern as listed by tutor.

bad

lad

7. Reads the words in sentences.

I am mad at dad.

The lad is sad.

Dad is sad.

The lad is bad.

The bad lad is sad.

Other word attack skills include the ability to identify consonant blends, base or root words, and common prefixes and suffixes. Most of these skills require some advanced development. After inital and final consonant sound instruction, however, consonant blends and diagraph identification and instruction should occur. Follow the general method for teaching consonant sounds as outlined in the text: adapt the steps to incorporate consonant blends. Additional word attack skill techniques follow.

Other word attack skills

1. *Base or root words, and common inflectional endings*

Begin with words that the student can read and list a number of sets.

Have the student find the base word of each.

Make up exercises in which the student fills in the appropriate base word and ending.

(sing):John is a good _____ .

Jane _____ well.

Tom is _____ a hymn.

Some endings are met frequently: -s, -ed, -ing, -er, -est, -y, -ly

Here are sample words for practice. (Note: the student is to add the appropriate endings to each base word.)

ask call help jump look

plural ending -s, -es

verb ending	-ed, -ing, -s, -en
comparison	-er, est
adverb ending	-y, -ly
possessive ending	-'s, -'

Contractions and abbreviations

When contractions or abbreviations are encountered, they should be taught immediately.

In Directed Listening Language Experience Approach (DL-LEA) stories (described in Section 3), it's simple to control the abbreviations. You simply do not use them. However, contractions are not so easily controlled. The dictated language of the student should not be altered. If a contraction is dictated, include that contraction in the written reproduction of the DL-LEA story. When this happens, teach the contraction as you would any sight word.

Abbreviations, of course, will be encountered in printed materials. Once again, teach abbreviations as they are encountered.

Common contractions

didn't - did not
aren't - are not
can't - cannot
couldn't - could not
doesn't - does not
don't - do not
hasn't - has not
haven't - have not
he's - he is
I'll - I will (shall)
I've - I have
I'd - I would
Isn't - is not
it's - it is
she's - she is
shouldn't - should not
they're - they are
we'd - we would
we'll - we will (shall)
weren't - were not
we're - we are
we've - we have
won't - will not
wouldn't - would not
you're - you are

Common abbreviations

P.S. Public School
I.S. Intermediate School
JHS Junior High School
& And
Ave. avenue
St. street
Blvd. boulevard
p. page
pp. pages
mph miles per hour
etc. et cetera (and so forth)
c/o care of
A.M. morning
P.M. afternoon

Mr. mister	P.S. postscript
Mrs. missus	SOS cry for help
Dr. doctor	M.D. doctor of medicine
D.D.S. doctor of dental surgery	lb. pound
oz. ounce	vs. versus
C.O.D. cash on delivery	

Derived forms: root words with prefix and/or suffix

Prefixes

Prefixes must be recognized as units, separated visually from the rest of the word. It is important for the reader to learn the meaning of the prefix so that he may know how it alters the meaning of the base word. The most frequently encountered prefixes are re-, in-, con- de-, dis-, com-, un-, ex-, pro-, pre-, and en-. Note how the prefixes placed before the words in each of the following columns change the meaning of the words.

re	dis	un
fill	like	even
tell	appear	true
read	approve	fit
write	courage	lucky
print	agree	happy

Suffixes

Suffixes should be taught in the same manner as prefixes.

The common suffixes are -ly, -er, -est, -tion, -ness, -full, -any, -ous, -ious, -ence, and -ment. Note how the suffixes placed after the words in each of the following columns create new words:

ful	ly	ment	less
wonder	quick	enjoy	sleep
care	sweet	settle	pain
help	kind	improve	thought
thought	slow	agree	help

4. Compound Words

Sometimes a student can read single words but is confused when these words are put together to form compound words. The compound word looks like a new word pattern. The student is guided to see that compound words as two words put together. Provide practice reading the parts and then the whole words:

newspaper	news paper
cannot	can not
cowboy	cow boy
farmhouse	farm house
grandchild	grand child

COMPOUND WORDS

baseball	airport	tonight	moonlight	highway
bookcase	manpower	broadcast	highlight	shoestring
schoolday	milkman	nightgown	downstairs	bathroom
eyelash	understand	snowflake	milkman	outside
sailboat	policeman	careless	mailman	anyone
outside	without	uptown	Sunday	inside
cowboy	football	popcorn	birthday	lonesome
maybe	hallway	grapefruit	sidewalk	anyway
peanut	newspaper	schooldays	wallpaper	farmhouse
birthday	eyelash	lighthouse	notebook	airplane
daybreak	snowball	tablecloth	schoolroom	keystone
glassware	himself	hairpin	earthquake	breakfast

5. Dividing Words Into Syllables - 3 Basic Rules for Tutors

It may not be necessary or appropriate to teach syllabication rules to students. However, tutors should have knowledge of basic syllabication rules to use as needed. Flexibility should be exercised; exactness should not be expected. Don't isolate word portions too much and risk comprehension.

1. Every syllable must have one vowel sound. Count the number of vowel sounds heard to know the number of syllables. Since only vowel sounds count, silent vowels are to be ignored. Double vowels (oo, ee) have one vowel sound, as do special vowel combinations, such as ou, ow, oi, oy, ay, au, aw.
2. When two consonants are between two vowels, the syllables are divided between the consonants:

   af ter les son bas ket num ber
3. When a word has a vowel - consonant - vowel sequence, the reader must make a decision as to the proper division based on the pronunciation of the word. The vowel will be the last letter of the first syllable if the vowel sound is long. A syllable that ends with a vowel is called "open."

   V CV V CV V CV V CV V CV
   ba sin pi lot pro mote mu sic tu tor

   The consonant will be the last letter of the first syllable ifthe vowel is short. Such a syllable is called "closed."

   VC V VC V VC V VC V VC V
   cab in prof it mon ey sev en rob in
4. When "le" is at the end of a word of more than one syllable, the last consonant joins the "le" to make the last syllable.

   ta ble trem ble stum ble
   bu gle rat tle puz zle

5. Tutor reads the story to the student: The tutor points to each word as he or she reads it. This is done to reinforce the connection between spoken words and printed words. Later the tutor may want to omit this step. At that point, the tutor should read the story in a more natural way, without any pointing or other unnatural interruptions. The tutor serves as a reading model for the student.

6. The student reads the story: The tutor can help the student as often as needed until the student can read the passage at least one time without help. During this time the tutor notes trouble spots to be focused on later.

7. Tutor prints vocabulary words on cards: These are words taken from student's stories, and they become the student's first reading vocabulary.

GENERAL PROCEDURE FOR THE DIRECTED LISTENING LANGUAGE EXPERIENCE APPROACH (DL-LEA)

A. The directed listening-language experience approach (DL-LEA) combines a directed listening technique and the language experience approach to teach reading. The lanauage experience approach is a method for teaching reading which emphasizes that reading is just talk written down. As the participant talks, she/he is directed to watch as the tutor writes down exactly what is said. The written story is then used to teach sight words, word attack skills, vocabulary, and comprehension skills.

B. In developing a story, the participant can talk about anything. However, in the directed listening technique, the participant identifies a particular topic to be explored with the tutor. Specific questions are raised by the participant who is then directed to listen for the information as the tutor reads aloud. The tutor reads aloud a small portion of information from the appropriate source. Newspapers, magazines, manuals, books, or anything relevant to the topic can be used. The information gained from the directed listening technique is used to develop the language experience story.

C. The DL-LEA is a four-step process for the tutor: *discuss, read, discuss, record.*

Step 1 - *Discuss.* Discuss the information the participant wants to learn. Establish one or two very specific questions the participant would like answered.

Step 2 - *Read.* Read aloud a short portion of relevant material which answers the participant's question.

Step 3 - *Discuss.* Discuss the information with the participant. Determine whether or not she/he answered the questions. Have the participant summarize the important points in 3-5 sentences.

Step 4 - *Record.* Record the 3-5 sentences that summarize the important points. Record an appropriate title as given by the participant. The exact words of the participant should be recorded in a specific manner so as to ease the learning of sight words. Use the say-and-write method for recording the story. The say-and-write method requires that the tutor say each word as she/he writes it for the participant. The words are said in a natural tone and pronunciation. The say-and-write method is used for recording stories as follows:

a) Write in manuscript on every third or fourth line.

b) Repeat the sentence given by the participant before writing it.

CAN'T READ THE WORD? HERE'S WHAT TO DO

1. Read on to the end of the sentence. Try to figure out the word from context. Use pictures or any other aids on the page.

2. Look over sentences in the paragraph, either before or after the word to find any other clues to the word.

3. Take off any affixes - prefixes, suffixes, endings - to determine the root word.

4. If the root word has more than one syllable, break it down into syllables.

5. Use your knowledge of word patterns to determine the sound in each syllable.

6. Use the dictionary to determine the meaning and/or pronunciation of the word.

7. Go to your tutor or some other person for aid.

The seven steps should be used in descending order until the unknown word is solved. One clue should also be used to check the solution obtained by another. A word obtained by sounding out the syllables should make sense in the sentence. A word determined by context should check out by the sounds represented by the letters it contains.

The discussion on phonics was adapted from *Right to Read Tutor Handbook*. Livonia Reading Academy. Livonia Public Schools.

Section Three: Language Experience Approaches

Language Experience Approach: An Introduction

Older learners, both juvenile and adult, possess a bank of experiences rooted in a variety of life and work backgrounds. This accumulated learning separates them from the child learner who like the proverbial "empty vessel" has little background upon which to reference life and learning.

The Language Experience Approach or LEA capitalizes and accentuates learner background, drawing off the student's well of experience. This learner-centered approach is a powerful tool; in essence, it "curricularizes" the often vast bank of student experiential material, while at the same time providing positive feedback through validation of learner experiences.

The LEA technique is often underutilized largely because it requires one-on-one treatment, and it can be time consuming. However, LEA plays into the significance of the tutor/student relationship; it draws upon preexisting learner listening and speaking vocabularies presenting the student's own words in a familiar context, though decoding them may not be.

LEA is a very positive method for both student and tutor. Each senses the vitality of this contribution in the instructional process: the student learns the significance and importance of self; the teacher/tutor attends to affect while rewarding student disclosure, and self-esteem building bolsters the whole process. More specifically, the learner develops a context appreciation and understanding as LEA gradually weans him away from a "reading is words" perspective. Soon the whole assumes greater meaning than the word-for-word sum of its parts.

You don't have to be a professional teacher to help a person learn to read using this method. The philosophy of the Language Experience Approach is:

WHAT A PERSON THINKS CAN BE SPOKEN

WHAT IS SPOKEN CAN BE WRITTEN

WHAT IS WRITTEN CAN BE READ

Since the reading materials are stories based on the adult learner's own experiences, you avoid using materials meant for children which may not be interesting to adults. You also avoid the problem of words that the student does not understand. These stories created by the tutor and the student become resources for future reading lessons. One of the best reasons for using the Language Experience Approach is that the method allows adults who have never read before to have early if not immediate success with reading.

The tutor needs the following materials:

Pencil and paper - For adults learning the difference between letters, you may want to use lined paper with large spaces. For those who have mastered the differences between letters, you can use regular notebook paper.

3" by 5" notecards - These can be bought anywhere school supplies are sold. You can also make your own cards from heavy paper or tagboard.

Storage folders - The folders which have pockets are useful for keeping stories and word cards organized for future lessons.

Once the materials have been gathered, the tutor follows these steps:

1. Allow the student to choose the subject: (Experience stories should be about something that interests the adult student.) If the student cannot come up with any ideas for a story or paragraph. The tutor suggests possible topics: the student's job, family, hobbies, news events or club activities. Another way to get the student to tell a story is for the tutor to begin telling or reading a story, and let the student finish it.

   Another approach which works well is to have the student describe one of her own pictures or one from the tutor's picture file, and make up a story to go with it.

2. Tutor writes story word-for-word: (exactly as the student tells the story.) One of the things the tutor is trying to do with Language Experience is to teach the person to read and write the language that he/she is most familiar with. As the learner begins to master reading skills, the tutor may choose to teach proper grammar. "Standard English" may be taught, but only after the student has mastered most of the basic reading skills. The unfamiliarity of "Standard English" should not be another obstacle to the learner during the crucial period of basic skills development.

3. Tutor prints story for student: After the student has told the story in his/her own words, the tutor needs to print a copy for the student. This is a point at which the tutor must decide what size of print to teach the student (If the student is interested in learning to write. Some people are more interested in learning to read than to write, and it is possible to teach reading without teaching writing.)

4. Tutor tailors the length of the story to the student's ability: Learners who know very few basic sight words or have a very short attention span should use shorter stories (3 to 5 sentences depending on the length of the sentences). Students with more advanced skills can deal with increasingly longer stories (even up to several pages).

c) Direct the participant to watch as you write the sentence.

d) Say-and-write each word of the entire sentence.

e) After recording each word of the sentence, repeat the entire sentence to the participant, pointing quickly to each word as you say it.

f) Record each sentence in this same manner. Say-and-write each word and then repeat the entire sentence to the participant, pointing quickly to each word as you say it.

g) After recording all of the sentences, repeat the entire story to the participant, pointing quickly to each word as you say it. At this point, the participant may wish to change part of the story. Changes should be made by the tutor using the say-and-write method.

h) When the story is complete, the participant gives an appropriate title which is recorded by the tutor in the say-and-write method.

i) Always read in a natural way to and with the participant.

D. Read the LEA story to and/or with the participant until she/he feels comfortable with it. Participant may want to read it several times alone, but this should be voluntarily done by the participant.

E. Develop sight word banks from the LEA story.

1 Familiar words

Words are considered known identified out of context of the story. Determine word recognition out of context by pointing to each word of the story out of order as follows:

a) Ask participant to point (out of order) to words she/he knows in the LEA story.

b) Underline the word in the story as she/he says it.

c) Place the original copy of the story in front of the participant.

d) Point to the first word of the story and say to the participant: "What is this word?".

e) If the participant says the word correctly, underline it.

f) If the participant says the word incorrectly, go to the next word.

g) Allow only 2 seconds per word.

h) Point to the first word in the next line in the same way. (You are moving in a column down the page.)

i) After pointing to the first word in the last line, go to the second word in the first line and continue to point to the second word in each line of the story.

j) Then go to the third word in the first line and point to the third word in each subsequent line of the story.

k) Continue, line by line, to point to the fourth, fifth, and sixth etc. word of the story.

l) Write each underlined word (known word) on a page in the notebook. Have the participant read the list of words. If the participant cannot read a word, have her/him find it in the story. If the participant still does not recognize it in the story,

erase the word from the list.

m) For homework, the participant will write each word on a file card. This becomes the word bank.

2. Unfamiliar words

a) Ask participant to choose 3-5 words she/he would like to learn from the words not underlined in the story.

b) Use the Fernald method to teach the words. (Refer to the Sections Two and Four of this chapter in the manual.)

c) Participant traces the word and writes it from memory in the appropriate section of the notebook.

d) Participant practices the words on the Trace, Copy, Memory Sheet and in context.

e) Use sight words to teach word patterns and word attack skills.

After recording the DL-LEA (with a title) you will want to begin to use it as a teaching tool. This means that you will use it over and over again to teach sight words, word attack skills, and comprehension. But first, you must reinforce memory for the story itself.

Reinforcing memory for the story

Use the title, and perhaps a picture, to reinforce an association and memory for the story. Upon seeing and hearing the title, or looking at the picture, the participant should remember the story. To reinforce this association and memory, you will want to take some specific steps:

1. NIM (Neurological Impress Method) — the story with your participant. Encourage your participant to take the lead as much as possible during the NIMing.

2. Use Directed Sentence Reading (DSR) technique.

Reinforcing memory for sight words

1. Make a list of the words that the participant knows by pointing to each word in the story in isolation, out of context. Point to each word going vertically down the page in columns.

2. For homework, have the participant make a set of flash cards for the known words. Each word of the story listed in the Known Word List should be printed on a card by the participant.

3. The participant can then practice using the words by categorizing them in the following ways:

Grammatically

Nouns (People, Places, Things)
Verbs (Actions)
Descriptions (how, how many, what)

Structurally

Beginning sounds (consonants, digraphs, blends)
Patterns (rhyming)
Compound words
Root words
Prefixes
Suffixes

4. Use the DL-LEA. Rewrite the DL-LEA both in format and content.

Pitfalls to avoid when using the DL-LEA

1. Don't be caught without appropriate materials. The participant should bring the materials that he/she wants to learn to read. However, always be prepared by having a newspaper with you.

2. Don't ask the questions. Guide the participant to ask the questions he/she would like answered.

3. Don't write down the question. Encourage the participant to remember the question and recognize when the question has been answered from memory.

4. Don't read too long of a passage. Read only a short selection - perhaps only one or two paragraphs.

5. Don't forget to discuss the question and whether or not it was answered. If the question was not answered in the selection, have the participant discuss the information that was given.

6. Don't put words in the participant's mouth. Let the participant do most of the talking. Record the exact words of the participant using correct spelling and punctuation.

7. Don't sit opposite the participant. Sit next to the participant so that he/she can watch as you write down what is said.

8. Don't use cursive writing. Use manuscript and print on every other line.

9. Don't write silently. Use the say and write method. Repeat the sentence before you write it. Say each word as you write it and read each sentence after you write it. Finally, read the entire story.

10. Don't make only one copy of the story. Photocopy or use carbon paper and make two copies of the participant's story.

Sample DL-LEA

Original Source of Information

SNAKE PLANT
(Sanservieria trifasciata)

ORIGIN:	Lilaceae
FLOWERING:	Greenish-white flowers on a raceme
LIGHT:	Tolerates low light
WATERING:	Keep on the dry side
SOIL:	Equal parts loam, sand, and peat moss
PRUNING:	None

The only plant easier to grow than a snake plant is an artificial plant. It will grow in any part of the home that has a window in the same room. The more you neglect this plant, the happier it seems. However, a well grown plant will add accent to any home decor.

The erect, linear leaves grow 12" to 18" tall. They are dark green with bands of light green. In the variety S. trifasciata laurentii, the leaves are edged in gold bands which make them especially attractive.

Mother-in-law tongue is another common name for this popular succulent. You can decide for yourself how the plant acquired this name.

The snake plant is easy to propagate. This can be done by dividing clumps of older plants or from leaf cuttings.

Participant's language experience story

Using the say and write method, the teacher recorded the LEA story dictated by the students as follows:

THE SNAKE PLANT

The Snake Plant is very easy to grow. It has erect long leaves that grow 12"-18" tall. They are usually dark green with bands of light green. One variety has a gold band.

The snake plant is easy to take care of. It will grow in any part of the home that has a window. Don't water it a lot. It should be kept dry. It grows in soil of loam, sand, and peat moss. To propagate the snake plant divide clumps of older plants or take leaf cuttings.

The Directed Sentence Reading (DSR)

The purpose of Directed Sentence Reading (DSR) is to reinforce memory for the sentences in the DL-LEA story. Memory for sentences is reinforced by requiring the participant to read individual sentences of the story. However, the sentences are read in a sequence that is different from the order in which they appear in the story.

To do this in a meaningful way, have the participant locate and read a sentence that gives

specific information. The participant will locate and read a sentence in the story because it gives specific information, regardless of where it appears in the story. The participant is directed to read sentences that give specific information in a random order.

Be sure that the information requested is stated in the story. Such information may pertain to who, what, where, when, how or why. Most important, however, is that the information be stated in the story. In this way, you are developing literal comprehension and memory.

Sample Directed Sentence Reading (DSR)

Original DL-LEA

The Housekeeping Department

The Housekeeping Staff responsibilities at the University are cleaning and preparing rooms for events. They set up tables and chairs for luncheons. They set up chairs for lectures and set up the stage in the auditorium with chairs, lecterns or a podium.

They receive directions from John Smith, the Supervisor. Scheduling forms are sent from the Student Union Office to Plant Operations for room scheduling. From Plant Operations, John picks them up and takes them to the Housekeeping Department and sorts them out in order.

Directing the Sentence Reading (Participant's directed sentence reading response in parentheses)

The participant is directed to read specific sentences as follows:

Read the sentence that tells....

1. What the Housekeeping Staff sets up for luncheons. (They set up tables and chairs for luncheons.)

2. Who gives the Housekeeping Staff their directions. (They receive directions from John Smith, the Supervisor.)

3. What the Housekeeping Staff's responsibilities are. (The Housekeeping Staff's responsibilities are cleaning and preparing rooms for events.)

4. Where the scheduling forms are sent. (Scheduling forms are sent from the Student Union Office to Plant Operations for room scheduling.)

5. Where the stage is set up. (They set up chairs for lectures and set up the stage in the auditorium with chairs, lecterns or a podium.)

6. Why John picks up the scheduling forms. (John picks them up and takes them to the Housekeeping Department and sorts them out in order.)

SAMPLE DL-LEAR
DL-LEA REWRITTEN
ORIGINAL DL-LEA

THE HOUSEKEEPING DEPARTMENT

The Housekeeping Staff responsibilities at the University are cleaning and preparing rooms for events. They set up tables and chairs for luncheons. They set up chairs for lectures and set up the stage in the auditorium with chairs, lecterns or a podium.

They receive directions from John Smith, the supervisor.

Scheduling forms are sent from the Student Union Office to Plant Operations for room scheduling. From Plant Operations, John picks them up and takes them to the Housekeeping Department and sorts them out in order.

FORMAT REWRITTEN

1. The Housekeeping Staff responsibilities at the University are cleaning and preparing rooms for events.

2. They set up tables and chairs for luncheons.

3. They set up chairs for lectures, and set up the stage in the auditorium with chairs, lecterns or a podium.

4. They receive directions from John Smith, the Supervisor.

5. Scheduling forms are sent from the Student Union Office to Plant Operations for room scheduling.

6. From Plant Operations, John picks them up and takes them to the Housekeeping Department, and sorts them out in order.

CONTENT REWRITTEN

Some of the responsibilities of the Housekeeping Staff at the University are cleaning and preparing rooms for events. Tables and chairs are set up by them for luncheons. Also many times, they take care of setting up the stage in the auditorium with chairs, lecterns and a podium for speakers. John Smith is the Supervisor of the Housekeeping Department. He will pick up scheduling forms sent from the Student Union Office which have been sent to Plant Operations. After John picks up these forms, he takes them to his office in Housekeeping and sorts them out in order for whenever the rooms are needed.

The Directed Reading Activity

The Directed Reading Activity is used when the participant can read the material her/himself. It is similar to the DL-LEA in that a four step process is used: discuss, read, discuss, reread.

Step 1 - Discuss. *Discuss the information the participant wants to learn.* Establish one or two very specific questions the participant would like answered.

Step 2 - Read. *The participant reads* silently a short portion of

relevant material which answers the question.

Step 3 - Discuss. *Discuss the information with the participant.* Determine whether or not she/he answered the questions. Have the participant summarize the important points in 3-5 sentences.

Step 4 - Reread. *The participant rereads* portions of the material to clarify information.

Then the tutor provides follow-up activities based on the reading material to develop sight words, word attack, vocabulary, and comprehension skills.

In summary, the major difference in the use of the Directed Reading Activity is that the participant reads and rereads the material her/himself.

Format for LEA follow-up

A variety of applied techniques follow. These are provided to reinforce learning using LEA as well as to facilitate the transfer of learning to other materials. These follow-up exercises allow for a semantic study in context of the words learned in the word banks. Choose approximately ten words from the Word Study Banks and demonstrate them in the categorical schema below.

A number of examples are furnished to highlight the usefulness of consistent, standardized follow-up treatment as well as the significance of broad applications which emphasize context skill development.

I. Reinforcement of words in word banks. Choose one of the following:

Fill in blanks
Write sentences
Complete crossword puzzle
Complete a word search
Match pictures, words, phrases, etc.

II. Word pattern study. Choose one of the following:

Reinforcement of word patterns to complete:

Word searches in functional materials
Rhymes

III. Comprehension check. Choose one of the following:

Complete activities such as:

Cloze
True/False, Yes/No
Fill in the blanks
Multiple choice
Answer in a phrase
Answer in a complete sentence

IV. Transfer activity. Choose one of the following:

Share and tell the information to a friend, co-worker, spouse, relative, child, etc.

Respond to ads
Fill out forms
Plan a budget
Write a will
Interview for a job
Locate information to solve a problem

*Purpose of LEA Follow-up

To reinforce learning using LEA
To facilitate transfer of learning to other materials

Sample DL-LEA and follow-up

The DL - LEA

SAC Office for Scheduling of Events

You call the SAC office and you talk to Mary Ellen, and she will explain to you concerning your event. She would be the one to give you the room and to authorize the use of the tables and chairs. And you must have a custodian and a maintenance man.

You may schedule for weddings, you may schedule for lectures, and also dances and all sorts of meetings. They are held in the student union building, the Glass Pavilion, and also the Great Hall and also the I.Y. Room.

The responsibilities of the maintenance people are the lights and room temperature. Housekeeping responsibilities are making sure the room is clean and set up at such and such a time.

List of Words Known

a	all	also	and
are	at	be	call
chairs	glass	hal	housekeeping
in	is	lights	maintenance
making	Mary	may	meetings
pavilion	room	schedule	set
the	time	to	union
use	weddings	you	your

List of Fernald Words (See section four)

authorize	sure
clean	tables
concerning	talk
custodian	temperature
they	

THE ACTUAL FOLLOW-UP

I. Semantic Word Study Bank

Uncategorized Word Bank

event arrange	signature
buildings meeting	reserve
hour concert	
hours	
type dance	

Categorized Word Bank

type	to do
dance	reserve building
concert	arrange
meeting	put signature

Directions: Use the words in the box to fill in the blanks.

1. People can (reserve) a room for an event.

2. One type of (event) is a meeting.

3. Events are scheduled for different (buildings).

4. People tell the Scheduling Office what (hour) their event will start.

5. They must put their (signature) on a form when they schedule an event.

6. A person or group can (arrange) an event.

7. Another (type) of event is a dance.

8. The Student Union Building is a popular place for a (dance).

9. Shriver Hall is a good place for a (concert).

10. The Hopkins Union is also a good place to hold a (meeting).

II. Word Pattern Study

Directions: Make word families by using the clues.

A. meet

(b) eet (a red vegetable)
(f) e (what we stand on)
(sh)ee (a bed covering)
(sl)ee (frozen rain)
(w) ent (it means, you did go there already)

B. event

(b) en (something that is out of shape)
(d) en (a car fender may have this)
(r) e (what we pay each month)
(t) e (a place to sleep when camping)

C. hour

(s) ou (how some pickles)
(fl)our (what bread is made of)
(ours) (yours and mine)

D. day

(s) a (to speak)
(pl)ay (what children do)

III. Comprehension Check

Directions: Write T (true) or F (false) beside each sentence.

1. Mr. Smith is the supervisor of housekeeping.

2. The Housekeeping Department sets up the furniture for an event.

3. They do not need many supplies to do their job.

4. Only the maintenance people know what the set-up requirements are.

5. Some of the supplies needed by the housekeeping staff are wax, buckets, soap, and steel wool.

Directions: Underline the word that makes the sentence true.

1. Many (events) are held at Johns Hopkins. (events, buildings)

2. These events are held on different days of the (week). (hour, week)

3. A single (person) or a group may arrange an event. (phone, person)

4. The Scheduling Office helps a person pick the best (room) for his needs. (room, best)

5. The (types) of events are held at Johns Hopkins. (times, types)

IV. Transfer Activity

Directions: Complete 2 forms for scheduling events and bring them with you next time.

FORMS

by Kelvin Anderson and Tom Miller

There are different kinds of forms. There are application forms, order forms, and forms for drivers license and insurance. If you're applying to a small business, go to the boss and get an application. If you're applying for a job in a big business, go to the personnel office.

I. Semantic Word Study Bank

Categorized Words			Uncategorized Words
abbreviation		places	date
			telephone
Mr.	apt.	home address	social security
Mrs.	St.	city	area code
no.	Ave.	state	birth
			order
			name
			Miss

A. Directions: Use the words from the banks to fill in the blanks.

Definitions abbreviations

1. used for Mister before a man's last name

2. used for Mistress when a woman is married

3. used for apartment

4. used for number

5. used for street

6. used for avenue

B. Directions: Some words have more than one meaning. Use the following words to fill in the blanks: order, form, and date.

1. "May I have your_____sir?" the waitress asked.

2. "I _____ you to return to your cell", yelled the guard.

3. I want this class to come to _____.

4. The artist will_____a face from the clay.

5. The basketball team was in good _____last night.

6. Have you filled in your income tax _____?

7. I have a _____with Joan tonight.

8. What's today's_____?

9. A_____is the fruit of a palm tree.

II. Word Pattern Study

Directions: Make word families by using the clues. (pl m st l h)

A. date

1. Maryland is a ___ate.

2. If you're not on time you are ____ate.

3. Hard work is something some people _____ate.

4. Your wife is also your ___ate.

5. When you wash dishes don't break a _____ate.

B. its (b k f m)

1. Try on the shoe to see if it ___ its.

2. He tore up the paper into little _____its.

3. All the baseball players had new ___its.

4. The doctors came with their little black ____its.

III. Comprehension Check

Directions: Underline the correct answer.

1. The word "form" as used in the story means:

a. a mold
b. the shape of something
c. a printed document with blank spaces

2. One important reason for filling out a form correctly is:

a. an employer can get your social security number
b. the form represents you when you are not there
c. the employer can find out if you can read

3. It's a good idea to have a personal data sheet because:

a. you may not remember all the information without notes
b. you can attach it to the form
c. first impressions are important

IV. Transfer Activity

Make your own personal data sheet. Be sure to include three references on the sheet.

SECTIONS OF NEWSPAPERS

By Darryl Skates and Richard Norkunas

Today I learned the importance of the index of a newspaper. Also, as of today, I can find the many different sections of the newspaper without any help.

I. Semantic Word Study Banks

Index of Baltimore Sun

Bridge
Business
Comics
Lotteries
Movies
Obituaries

Crossword
Editorial

Sports
TV-Radio
Sections

Directions: Use words in the box to fill in the blanks.

1. _____is a card game.

2. When a person dies his name is put in the _____.

3. Football is one of my favorite _____.

4. Letters are filled in the spaces of _____puzzles.

5. Many people play the _____to try to win money.

6. My favorite _____are usually at the drive-in.

7. The _____section of the paper gives all of my favorite fm stations.

8. Today's _____section had a Batman cartoon.

9. People who write letters to the paper can find their letters in the_____section.

10. News about money is found in the _____section.

II. Word Pattern Study

Directions: make word families by using the clues.

A. Crossword

__oss (to lose)
__oss (person in charge)
___oss (to throw)
__oss (grows on rocks)

B. Lotteries

__ot (small child)
__ot (very warm)
___ot (soldiers sleep)
___on (them)
___ot (boil soup in)

C. Obituaries

___it (to punch)
___it (do this on a chair)
___it (do to a cigarette)
___it (to give up)

D. Sports

__ort (where soldiers live)
___ort (where ships dock)
___ort (pick out)

III. Comprehension Check

A. Directions: Write T (true) or F (false) on the blank beside each sentence.

___1. The index of the Baltimore Sun is used to find sections of the paper.

___2. The comic section of the Sun is where I can find football scores.

___3. The business section tells about deaths.

___4. The Baltimore Sun is broken into letter sections (A,B,C).

___5. I can look for an apartment in the classified section.

B. Directions: Fill in the blank with the proper word.

1. Each _____of the Baltimore Sun gives different kinds of information (reader, section)

2. If I lose something, I could use the _____section to help find it. (classified, paper)

3. The _____are on the front page in very large print. (headlines, news)

4. I am more _____when I read the Baltimore Sun. (informed, liked)

5. The_____made me laugh. (pictures, comics)

IV. Transfer Activities

A. Find in the Baltimore Sun (2) one bedroom apartments that are for rent. List them and include address and all information about rentals.

B. Write the names of 5 different movies now playing in Baltimore.

SURVIVAL (WANT-AD)

by Stephen Campbell and John Smetzer

This article told me how to sell secondhand goods. It told me how to find an apartment and where to look for a job. Sunday's paper has more opportunities in it to help you.

I. Semantic Word Study Banks

article	told
sell	more
second	opportunities
hand	

Directions: Use the words in the box to fill in the blanks.

1. The big_____of the clock points at 12.

2. There is _____ to this than meets the eye.

3. I _____ him to shut the door.

4. I am going to _____ my old car.

5. As a young man, you have many _____ in life.

6. The _____states that peanuts grow in the ground.

7. That is the _____time you said that.

II. Word Pattern Study

Directions: Make word families by using the clues.

A. Sell

__ell (Something you ring)
__ell (What the value of stock did when it went down.)

C. Told

__old (A brave or brilliant move)
__old (A precious metal)
__old (To have in your hand)

B. More

__ore (to make a hole)
__ore (The center of an apple)
__ore (Something that hurts and is tender)

D. Hand

___and (A musical group)
___and (What you build on)
___ and (what you find at the beach)

III. Comprehension Check

Directions: Write T (true) or F (false) beside each sentence.

___. 1. If I'm new in town, the best way to find an apartment is to go to a realtor's office.

___ 2. I can not put an ad in the newspaper to sell my car.

___ 3. Want-ads carry things such as apartments for rent, houses for sale, and so on.

___ 4. The Saturday newspaper will give you the greatest number of listings.

___ 5. In a want-ad the letters fl means flour.

___ 6. In a want-ad the letters rm means rim.

IV. Transfer Activities

Directions: The ads below have been taken from the RENTALS section of newspaper want-ads. Write the following ads, using no abbreviations.

1. 2 bdrm, all elec., rng.,refr., DW, crpts, drps, gar avail $180-Mgr.636-4719

2. 2 bdrm. $160 mo., refrig, rng., DW, crpts. drps. Adults 654-8366 2500 SE River Rd.

3. Walk to town, quiet old unfurn 2-rm hskpg apt w-priv porch $100. 1-br. apt. With own entr. $150 to adults w. refs. 226-3452

4. New downtwn apt., $125 mo, unfurn., single person pref. Call owner 227-2345

5. 1 bdrm $165 (on lease $160) crpt, drps, avocado apples, elec heat, bus 1 blk, no pets.

See anytime Mgr. 298-7698

A BUDGET IS HELPFUL

by James Higgins and Sheila Dixon

Budgets are helpful to maintain a spending level for both local and federal governments. The President presents a budget to Congress, and they decide where and how much is to be spent.

It would be very helpful if each family would make a budget and live by it. They would always have money to pay bills and would not spend unwisely.

I. Semantic Word Study Banks

Budget	President
helpful	congress
spending	local
maintain	federal
family	Government
money	
pay	
bills	

Directions: Use words from the banks to fill in blanks.

1. My children are very _____ with the work around the house.

2. There will be an election for a _____man on November 3, 1980.

3. You need _____in order to survive in this country.

4. The _____is divided up into the _____ and _____ levels.

5. Would you please ___ the _____ for me at the Gas and Electric Company.

6. It is important that you _____ an accurate budget.

II. Comprehension Check

Directions: Reread the story to answer each question.

1. Why are budgets helpful?

2. What does the President pay with the budget?

3. How would a budget be helpful to a family?

III. Transfer Activities

1. Write down all the things that you spend money for in a week.

2. Examine your weekly budget. Could you save more on the things you buy through sales or coupons? Could you cut back on the things you buy?

Additional Semantic Word Bank Activities

1. Look up word in dictionary — find other meanings
2. Alphabetize words
3. Classify words
4. Put words in sentences
5. Find missing word for prepared sentences
6. Find antonyms, homonyms, synonyms
7. Find rhyming words
8. Find words with a particular phonetic sound
9. Locate multi-syllable words
10. Put words in the order they came in the story

Section Four: The Fernald Method

The Fernald method: An introduction

The Fernald method is a whole-word approach which combines spelling and reading. It can be a valuable word attack technique that helps the problem reader grasp the concept of syllabication. Fernald's basic goal is story writing, and it employs the visual, auditory, kinesthetic, and tactile (VAKT) neural pathways. Fernald is the opposite of the Orton approach. There are five stages, including the demonstration state, each passed through at the participant's own pace. In the Demonstration Stage, the participant informs the tutor of any word he does not know, but wishes to learn. The word is written out (in cursive if appropriate) by the tutor on a 4 inch by 11 inch strip of paper, using a crayon to give roughness. The tutor demonstrates how the word is to be learned by tracing it while the participant watches. The participant then traces it until he can write it from memory on the back. In Stage I (VAKT) the participant informs the tutor of any word s/he does not know, but needs to learn. The word is written out by the tutor while the participant watches. The participant then traces the word with his/her finger saying but not spelling it out at the same time. The paper is then turned over and the participant writes the word from memory on the back. The tutor does not demonstrate the tracing to the participant. Stage II (VAK) method of learning new words is the same as above, except 4" x 6" file cards are used and the tracing is dropped as no longer necessary. Stage III (VAK) method involves the participant studying the word in the dictionary before writing it from memory on the back of the file card. After the word is learned the participant writes it on the front of the card. The participant learns the word from the dictionary rather than from a tutor-written copy of the word. Stage IV (VA) the participant studies the word from the dictionary and then writes it where it is needed. This is considered the usual adult procedure for learning new words.

Factors influencing the need for tracing and kinesthetic techniques

There are many reasons why a participant has not been able to profit from an instructional program through which others learned to read. The factors which interfere with the functioning of the individual's intelligence for purposes of acquiring reading skills and abilities are varied:

1. Associative Learning Difficulties— problems associating meaning with visual symbols
2. Deficiencies in Memory Span—both immediate and delayed response to various types of material
3. Neurological Problems—may not be easily detectable
4. Deficiencies in Concept Formation— inability to operate on an abstract or symbolic level
5. Disturbance of Attention and Concentration—may be due to emotional disturbance of brain damage
6. Lack of Confidence—participant needs proof that s/he is capable

Signs of Need Observable by the Tutor

1. Poor retention of words
2. Poor oral rereading
3. Poor reading - good listening
4. Negative emotional reactions

Outcomes of VAKT and VAK

1. Improvements in attitude—increases in self confidence, less refusal of tasks
2. Better attention to and concentration on academic and nonacademic tasks
3. Increased motivation — reading is meeting some needs of the participant
4. Development of the expectation that reading materials make sense through language experience stories
5. Development of high personal standards for performance
6. Better general personal organization—general tensions are relieved
7. Encourages independence—through detecting own errors, covering copies of the word, checking the word, locating the part of the dictionary needed, locating the word in the dictionary
8. Oral language—increased listening and speaking vocabulary, increased appreciation of syntactical relationships, increased understanding of materials heard through extension of thinking abilities, increased ability to express ideas so they are meaningful, improved discrimination of speech sounds
9. Reading—increased immediate recognition of sight vocabulary, readiness for acquisition of ability in word-form analysis, comprehension of materials read is improved
10. Writing—spelling ability is increased, appreciation of sentence and paragraph structure is developed, as well as appreciation and use of punctuation

Why technique works with some participants

1. It involves modes of kinesthetic, touch, sight, hearing and speaking into a multi-impression of the words to be learned.
2. Whole words are learned rather than letters or parts of words, the latter being sometimes too difficult for a participant to put together into a whole word.

3. Participants have a high level of interest in words and pay more attention to learning them.

4. Difficulty level of reading material is much less of a factor since "elephant" is more distinct and easily remembered than "it" or "was".

5. Participants like an active method of learning which gives them the authority, responsibility, and freedom to provide the content of learning.

6. A participant's pace of learning is most easily found and followed.

7. The technique is adjustable to story writing, map making, planning, learning driver's manual, making or reading directions, writing plays, making and labeling designs, labeling collections, etc.

Readiness for Introducing VAKT

1. Participant must have adequate intelligence for achievement in reading.

2. Vision and hearing must be adequate in order to follow up the steps of the techniques.

3. Muscular coordination must be adequate for tracing and writing words.

4. Attention and concentration must be adequate for learning the steps to be followed and carried through accurately.

5. Oral language facility must be adequate to provide a basis for reading and writing.

6. Participant must recognize his problem and have a desire to learn to read.

7. Use of just visual-auditory clues must be inadequate for success in word-learning.

Procedure for the Fernald tracing technique

Introductory Stage Demonstration Stage

A. Ask the participant what word he wants to learn.

B. Find out about the word the participant wants to learn.

1. Be sure tutor and participant are thinking of the same word.

2. Ask how many parts (syllables or noises) the word has.

3. Check syllabication, pronunciation, and spelling in the dictionary.

4. Report to the subject the number of syllables.

C. Direct the subject to watch and listen as the word is written with crayon in blackboard size script on 4" x 11" paper held horizontally. (Fold a 8 1/2 X 11" paper vertically to get a 4" x 11" paper)

1. Say the whole word naturally.

2. Write the word and pronounce it, without distortion, each syllable on initial stroke of each syllable.

3. Dot i's and cross t's, etc., from left to right after whole word has been written.

4. Say the whole word naturally.

D. Direct participant to watch and listen as teacher demonstrates tracing with index and middle finger.

1. Say the whole word naturally.
2. Trace the word and pronounce it, with: :t distortion, each syllable on initial stroke of each syllable.
3. Dot i's and cross t's, etc., from left to right after the whole word has been traced.
4. Say the whole word naturally.
5. Direct the participant to observe further demonstration of tracing until s/he feels ready to try.

E. Encourage the participant to trace the word until s/he feels he can write it without looking at the copy.

1. Observe participant's performance during tracing and stop if:
   a. Any violation of D occurs.
   b. Any tendency to say the letters is observed.
   c. Any sloppy tracing occurs.
2. Repeat demonstration whenever it is necessary.

F. Have participant write word with pencil in normal sized script across the top of the 4" x 11" paper held vertically.

1. Be sure that there is no violation of the writing procedure outlined in C.
2. Make sure participant is stopped immediately upon making any error.
   a. Have participant cover the trial copy with another paper.
   b. Have participant look at the tutor's copy again and retrace if s/he feels it necessary.
3. When the participant writes a word correctly, s/he checks it against the teacher's copy.
4. Have participant follow the above procedures until the participant has made and checked two successive correct reproductions.

G. Points to be noted

1. The participant should always use one or both of the first two fingers of his/her writing hand to trace the words.
2. The contact of the finger with the form of the word is crucial--the word is felt as well as formed by motion.
3. The participant should always write the word from memory, never while looking at a copy of it

Relief may be added for tactile stimulation by placing a screen under the sheet of paper and then writing on the paper with black crayon.

Words should be learned as units, never as combinations of letters.

(Break word into syllables - sound units; use dictionary to check syllabication. Example - co-op-er-ate.) The letters should not be pointed to or spoken. If a mistake is started in the writing of a word, the writing should be stopped immediately, and the written mistake completely crossed out or removed from sight. The participant should return to tracing the whole word. Then again try writing the whole word. The point to make clear to the participant is not that the word be quickly written correctly the first time, but be remembered as a whole, learned so that it can be reproduced the next time the participant needs it. Often participants who trace the first few words many times become better readers than students who trace a few times—so don't worry if it takes 10 or 15 tracings at first.

Words should always be used in context—their meaning known. Since the words come from spoken vocabulary, this is likely to be true of most, but not all words which the participant will want to learn. If a word's meaning is not known, take time to demonstrate, draw, or explain it.

Trace, copy, memorize — howework activity

Participants will benefit from practicing new words at home. Using the Trace-Copy-Memory sheet, the participant can practice words outside of class similar to using the Fernald technique with the tutor. The tutor writes the words to be practiced in the "Trace" column. The participant completes the other columns independently. The participant should practice only those words previously learned with the tutor.

Participants will learn new sight words more easily if they practice each word. Practice which requires them to say and trace the words, say and copy the words, and say and write the words from memory is effective. Specifically, participants:

- say the whole word
- say each syllable while tracing it, copying it, or writing it from memory
- say the whole word again

Participants use the Trace-Copy-Memorize Practice sheets as follows:

Trace the Word in the Trace Column

Participant:

- say the whole word
- say each syllable as it is traced in the Trace Column
- say the whole word

Copy the word in the Copy Column

Participant:

- say the whole word
- say each syllable as it is copied from the Trace Column into the Copy Column
- say the whole word

Write the word from memory in the Memorize Column

Participant:

- fold the paper so the word is no longer in view
- say the whole word
- say each syllable as it is written from memory in the Memorize Column
- say the whole word
- check the word for mistakes using the Trace Column
- repeat the procedure in the last Memorize Column

Section five: Techniques for reading with beginners (duet and oral and silent reading)

Techniques for reading with beginners

Reading together is the crucial part of any lesson in beginning reading. There are several ways to do this: orally (together or separately), or silently. The student can read aloud to the tutor, to gain fluency as well as to demonstrate proficiency to the tutor. The tutor should also read aloud to the student, preferably with the student following along silently reading the text. Duet reading, in which tutor and student read aloud together, is described in this chapter. We will also discuss the differences between oral and silent reading, and how to make the transition from one to the other.

Duet reading

Duet reading is a method by which you can use materials which interest your student, but which seem too difficult for him to read independently. Duet reading helps to reinforce sight words, phonics, and the use of context and prediction.

In a given reading passage, students encounter many words they can read mixed in with many words they cannot read easily. Beginning students often will be able to decode individual unknown words. If there are too many unknowns, they will lose the meaning of the entire passage because they spend too much time grappling with a single word.

"Reading too slowly actually interferes with comprehension because it overloads the visual system and memory. The ideas enter the reader's brain so slowly that the mind does not put the pieces together." [1] The key comprehension concern here is the reader's fluency. Beginning students must be able to keep an even pace so that they can follow the idea of the passage. Choppy reading due to difficulty in sounding out words, lack of practice or just general beginning reader's "jitters" can interfere with comprehension.

Duet reading is an excellent way to help students develop fluency. The tutor and the

student read aloud in unison. The tutor's voice leads, setting the pace and modeling expressive reading. As the pair reads along, the student will drop out at unknown words but will hear them said by the tutor. The immediate experience of hearing the tutor read the unkown word will help to reinforce the student's visual memory of the word.

Duet reading is analogous to any kind of practice. An athlete can know how to play a game, but can't acutally play without practice. Musicians can practice all the scales and chords, but it doesn't have any point unless they play some songs. Likewise, it doesn't make sense for readers to practice phonics and sight words unless they're used in actual reading.

How To Do Duet Reading (Or, Neurological Impress Method)

Purpose:
To help your student read faster, with more confidence, and to begin to discover that reading is fun.

It works:
A California study showed an average gain of 2.2 grade levels among students with severe handicaps who had received 7 1/2 hours of instruction in this method over a 6-week period. The method has also been used with students who have a stuttering problem.

Choose something that's a little too hard for the student:
Help the student select something to read that is about two grade levels above the student's reading ability. The material should be on a topic of interest to the student. The material may be in a book, newspaper article, pamphlets, or brochures, or a magazine article.

Begin reading together:
The tutor and student begin to read the book aloud together. The tutor reads at a normal speed, with expression, and following punctuation. The student reads along, trying to keep up with the tutor.

Use your finger:
The tutor must move his finger beneath the lines being read. This helps the student to keep up, and also to acquire practice in reading from left to right and in bringing his eye back to the beginning of each new line without losing his place.

Keep going:
The tutor should continue to read at a normal rate even if the student hesitates over a word or falls slightly behind. After a few sessions using this method, it will become easier for the student to keep up. It will be a challenge, and he will begin to look ahead at coming words to keep from falling behind.

If the student stops completely, the tutor should also stop, give both a chance to rest, offer the student encouragement and begin again. Try spending ten minutes at the end of each tutoring session using this method.

No questions:

Do not stop to explain the meaning of a word unless the student requests it. Do not ask any questions to see if the student understood the story. The material is to be used only as an oral reading exercise.

Is the material too hard or too easy?
If the student keeps up with little effort, the tutor should use more difficult material, so that it will be a challenge. If the student has difficulty keeping up, recognizes few words, and is becoming very frustrated, the tutor should use easier material.

Please keep in mind:
Do not ask the student to read aloud from the material by himself. Since it is above his reading level, reading it will probably be a frustrating experience.

Occasionally the tutor may wish to spend a few minutes reading aloud to the student. This should be from a book of interest to the student; it can be several levels above his reading level.

Many adult new readers were never read to as children, so duet reading can be a valuable experience in several ways. It can motivate them to practice reading on their own. It can give the tutor an opportunity to share some of his own childhood favorites with the student. It can introduce stories for parents to tell their children.

Oral and silent reading

New readers usually begin by reading orally. They often enjoy hearing themselves read. Reading out loud helps them make the connection between oral and written language. Oral reading is usually very satisfying.

However, because comprehension depends heavily on one's silent reading ability, you should have students begin to read silently as soon as possible -- certainly after your first five or six lessons together. The transition from oral to silent reading can be a fairly easy one if you proceed as follows:

1. Turn the title or first sentence of a paragraph into a question (be sure you've read the materials ahead of time, so that you ask a meaningful question).

2. Ask your student to read silently to find the answer to the question.

You can use these same steps, paragraph by paragraph or section by section, until the student is more comfortable reading silently. Having a specific answer to look for makes it easier. Allow plenty of time for this activity. When the student has finished reading, ask for the answer. Success! Reading with comprehension has occurred and you both know it! (After your student has answered your questions, provide time for reading the material aloud.)

Another way to stimulate silent reading is by using a "reciprocal questioning" technique.[2]

1. Select an important or highly interesting portion of reading material on your student's level. Keep it short: 4-5 paragraphs at most.

2. Read the text together silently.

3. Your student asks you questions about what you read. You have your book closed, but the student's may be open. Think out loud as you answer each question, so your student can learn how you are sorting the information in your mind. If questions are unclear or can't be answered, explain why and help reform the question.

4. Now you ask the questions. Let the student look at the material to find the answers. It's okay to ask him some of the questions he asked you. When possible, be sure to ask opinion or predicting questions.

This technique is very useful in helping students with oral communication skills, which are important because the better they are at listening and conversation, the better they will become at reading and writing.

Creating Communities of Readers and Writers in Prison

Kathe Simons, University of New Hampshire and New Hampshire State Prison for Women, January 1994

As a writing teacher at the New Hampshire State Prison for Women for three years, I highly value the components of our "writers' workshop" -- time, choice, response and community. I came to volunteer at the prison after fifteen years of teaching special education students in public schools. My earlier participation in whole language workshops and courses not only improved my skills as a public school teacher, but also led me to full-time Ph.D. studies in the Reading and Writing Instruction program at the University of New Hampshire. As a graduate student, I soon missed having a classroom of my own and offered my services to the women's prison. I began teaching a creative writing class there in 1990. Since then, my adult students have helped me to rediscover the significance of writing, reading, learning and participating in a student-centered classroom community that challenges its members to learn and grow together. In this brief article, I will share some of what I've learned from my students and will focus primarily on writing, although the class eventually grew into a reading-writing workshop.

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What's the title of the last book or magazine you read? What kinds of writing do you enjoy? Do you keep a journal, write poetry or letters? How much time do you spend reading and/or writing each day? As teachers of reading and writing, it is important for us to be active readers and writers. One of the most validating ways for this to happen is to participate in our classrooms and read and write with our adult students. As *we* develop as writers, readers, and learners, we validate our intentions to create lifelong learners of our *students*. We are much more authentic to our students when we are willing to risk and learn right alongside them.

Time

Making time to actually *read and write during class each day* is important. If we believe strongly about the importance of literacy, we must provide time for practice. Writers

improve by writing, readers improve by reading. Skill drills and worksheets depersonalize these activities and often aren't as motivating as giving students time for their own reading and writing. One effective way to ensure writing time each day, is to begin with ten to fifteen minutes for quiet journal-writing. This also alleviates the problem of students arriving at different times off the tiers. In an environment where little is personally owned, journals are important: an inmate can own her own thoughts and space in the privacy of her journal. A predictable, quiet time to write provides a smooth start to class and students look forward to the routine.

When Leila (pseudonym) came to class after an upsetting phone call to her mother, writing in her journal gave her a private place to calm down, reflect and refocus before class began. I write in my own journal along with my students. I write for the full time allotted, keeping my eyes focused on my writing, always modeling for my students. The opportunity to write in a personal journal, rather than from an assigned topic or worksheet, also sends my students an important message: I value *their* ideas, and will allow them time and choice to write about those things that are important to them.

Choice

Choice is something of great value in prison because it is in short supply. Inmates have limited choices about where and when they can go, what they eat, when they sleep, when they have visits, when they can use the telephone, what they can receive, etc. Choice, an important component of student-centered classrooms, allows inmate students an opportunity to direct themselves in their learning. In our writing class, students are given the choice of what to write about, in what genre they wish to write (e.g. poetry, short story, personal narrative, editorial), and whether they want to share their writing with other students.

When I tell my students they can write about whatever they'd like, it's not unusual to hear at least a few comments like, "But I have nothing to write about!" Before we can offer our students a choice of writing topics, we need to help them discover their topics. I have yet to find a student (or teacher) who doesn't have dozens of stories to tell! Students pairing off and interviewing each other with simple, non-threatening questions ("Tell me about your favorite person or place?" or "What would your ideal vacation be like?") is a great ice breaker. Introductions of each other to the larger group helps to reinforce the power of listening, and the importance of one's "story."

Such warm-up activities can lead naturally to the creation of individual topic lists. Each of us maintains her own writing folder and within it, a topic list where we can collect ideas for future drafts. Some students find topics emerging from their journal entries. Once again, I model behaviors and skills for my students as an effective way to support their learning. When I assign a student something to do that I am not willing to do myself, I am taking a great risk. I work on my own topic list along side my students, often struggling honestly with my writing.

Early in the semester, or when the population of the open-enrollment class has changed significantly, we take time during class to work on building our topic lists. I'll begin by offering questions for the women to respond to in their folders. Questions that have helped us to add to our topic lists include:

What are some things I'm an expert about?

What could I teach someone else about?

Who are three people I greatly admire?

What things do I truly wonder about?

What is my favorite place on earth?

Before long, students begin suggesting other topic list questions. As I talk less and become more of a facilitator, students begin to participate more actively and invest more of themselves in the creation of a classroom community.

Sharing the topic lists is often the first step toward building community in the classroom. Seated at round tables, or in small groups of desks, students share a few of their topics with each other in a round-robin fashion, reading only one topic at a time. We move quickly around each group, so that even those who are most intimidated by sharing are only "in the spotlight" for a brief moment. There is no evaluation at this point, just open sharing of ideas and nonjudgmental listening. As a participant, I rotate through the groups during class, always careful not to lead off the sharing in my group as I've found students then hold back in their sharing. Occasionally, I'll ask a student who is particularly resistant to share with just one other student, or even with me alone.

As new students join the class (open enrollment is an option in some prison education programs), "veterans" can share their topic lists on a one-to-one basis. This can be not only less threatening for the new student but also an opportunity for developing self-esteem in quieter students who resist sharing in large groups.

The use of an overhead projector that allows an ongoing display of one writer's developing topic lists, helps the writers see how one person (the teacher or another student) thinks as he/she writes. Rotating the writer at the projector also provides for physical movement in the classroom, a need of many adult learners. Sometimes we list on the blackboard as many topics as we can generate, filling every inch of space.

I encourage students to keep their topic lists handy during each class. As one student shares a new topic or a piece of writing, it may remind several of us of something we want to write about in the future. Listening to each other read and talk can plant seeds for our own writing.

Choice of genre can give a writer a sense of freedom and control over her writing. Rather than assigning only one kind of writing (essay, composition, 5-paragraph theme), I offer my students the opportunity to try new kinds of writing. In much the same way that we generate topics together at the blackboard, we frequently challenge ourselves to "brainstorm" different kinds of writing. We surprise ourselves with the wide variety: editorial, movie, book or TV review, letter to a real or fictional person, personal narrative, childhood memory, obituary, advertisement, letter of introduction to a prospective employer, jokes or riddles, interview, diary entry of a favorite character, and many others. Exploring these many different kinds of writing keeps the class fun and entertaining at the same time we stretch ourselves as writers.

Sharing what we write with each other can be threatening, but I've found that some of the strategies I experienced myself as a graduate student work well in the prison classroom. We all want to be listened to and want to have our words heard by someone else. Students often choose to share their writing with me first, seeking my approval, since this is often the pattern established in their earlier schooling: the student writes for the teacher who then corrects and grades the paper. I don't grade their papers, but read them and respond thoughtfully and positively. Students are never forced to share their writing, but when they see the kind of positive reinforcement others receive, they almost always hand me their journal, a poem, or a story they've written. They soon learn that each student has the opportunity to share her writing with a wider audience than just the teacher. I want them to share their work with each other. Women who don't get along on the tiers can learn to listen effectively to each other in writing class. I stress that each reader (or listener) has the responsibility to encourage the writer to continue writing, whether or not she agrees with the writer's point of view. Responding to each other's writing in helpful ways is another effective way to build community in the prison classroom.

Response

I model for my students when I write a letter of response to a student about a particular piece of writing. Rather than simply slapping a grade on the paper, and circling grammatical errors and misspelled words, I focus on the content and meaning of the piece and respond to the writer in a positive way. My response, in the form of a personal letter, takes some time to write, but sends an incredibly powerful message to each student. Maria told me she was struck by how I used her name throughout my response letter, "You used my name. And you quoted me! I felt important. When I was in school before, I never knew if my teacher *really* read what I handed in. In your letter, you told me about the parts of my writing that you liked best. You told me what I did well. I was so surprised! You asked me so many interesting questions that made me think. It made me want to go back and work on it to make it even better!"

After each woman has received at least one written response from me, I give the student frequent opportunities to read their writing aloud during class. To prompt responses from other students, I distribute small pieces of stationery (colored mimeograph paper or Post-It notes work well) before a student reads her piece. Receiving as many as twenty-five notes from classmates and the teacher (in an environment where receiving mail is one of the highlights of the day) is tremendously motivating! I remind each student to listen attentively, and to write about what she remembers from the piece after it is read. "What words really struck you? What phrase is still ringing in your ears? What surprised you? What do you want to know more about? What does this remind you of in your own life?" I ask the writer, before she reads her piece, what kind of specific feedback she wants. Does she want help with a title? Does she want to know what parts we liked best? Then, the writer reads, and we all listen quietly.

The students and I eagerly and thoughtfully write responses to each other, always encouraging the writer to continue. The writer, often trying to look nonchalant, waits nervously for the responses. The folded notes are passed across the room with words of praise. "Nice job, Ellen! It was a great piece." Each paper is quickly unfolded, read, and read again. On many occasions, months later, students have shared with me the deep significance of the written responses. The community builds, writers understand the power of their words, and students learn how to support each other's learning.

Community

As we work with inmate students, we strive to make a difference in how they learn to be both students and responsible members of society. A student-centered writing classroom that offers time, choice, response and community-building can provide numerous opportunities to build skills that reach far beyond academics. By inviting open and honest communication in the classroom, prison educators are in a unique position to help their students gain greater self-understanding and positive self-esteem. As our students develop their capacities to express themselves, listen to others' ideas, and give and receive praise and encouragement as members of a prison classroom community, we hope that they will also apply these skills to other areas of their lives. For some of our students, participation in such a classroom will be the first positive educational experience of their lives, and may lead the way to a committment to further education and self-improvement.

Suggested Readings

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[1] Bacon, Margaret. "What Adult Literacy Teachers Need to Know About Strategies for Focusing on Comprehension." *Lifelong Learning: The Adult Years*. February 1983, pp. 4-5.

[2] "Reciprocal questioning" is a technique worked out by Denna C. Martin and Robert Blanc. They adapted it from Anthony V. Manzo's "The Request Procedure," described in *Journal of Reading*, November 1969. See *Techniques* in January 1984 American Association for Adult & Continuing Education's *Lifelong Learning* issue of the magazine, pp. 29-30 for Martin and Blanc's article.

Appendix

Goals Checklist

CAN DO	WORK ON	NO INTEREST	
			Home/Family-Related
☐	☐	☐	1. Read to children
☐	☐	☐	2. Help children with homework
☐	☐	☐	3. Read/write notes from/to child's school
☐	☐	☐	4. Read/write names of family members or friends
☐	☐	☐	5. Read/write your own address
☐	☐	☐	6. Use the phone book
☐	☐	☐	7. Write out shopping lists
☐	☐	☐	8. Read/write recipes
			Social/Business
☐	☐	☐	9. Read bills
☐	☐	☐	10. Write checks/money orders
☐	☐	☐	11. Read/write letters, notes, cards
☐	☐	☐	12. Read menus
☐	☐	☐	13. Participate more at religious services and activities
☐	☐	☐	14. Take part in committees or other meetings or neighborhood/community activities. (i.e. Scouts, block committee, Home and School, union, etc.)
☐	☐	☐	15. Participate in political activities (i.e. voting, work for candidate, read petitions, etc.)
			Self
☐	☐	☐	16. Read newspaper (articles, ads, sports page, horoscope) (specify sections read)
☐	☐	☐	17. Read magazines
☐	☐	☐	18. Read books (mysteries, sports, drama, horror, science fiction, romance, history, religion, child care, cookbooks, hobbies, interests, other)
☐	☐	☐	19. Read/write poetry or song lyrics
☐	☐	☐	20. Write a journal, diary, story of your life or other kinds of stories
☐	☐	☐	21. Read labels, notices, signs and billboards
☐	☐	☐	22. Read driver's manual/get a license
☐	☐	☐	23. Read maps
☐	☐	☐	24. Math

CAN DO	WORK ON	NO INTEREST	
☐	☐	☐	25. Get a GED or HS diploma
☐	☐	☐	26. Go to college or technical school
			Job-Related (as applicable)
☐	☐	☐	27. Study/train for particular kind of job: Examples. if helpful: health care, child care, education, computers, service, business, sales, building construction, automotive, law enforcement, law, city work, fashion, other
☐	☐	☐	28. Fill out forms, job applications, other applications
☐	☐	☐	29. Read help wanted ads
☐	☐	☐	30. Get a (better) job
☐	☐	☐	31. Take a test for a job (i.e. Civil Service)
☐	☐	☐	32. Get into the armed forces
☐	☐	☐	33. Work for yourself or manage own business
☐	☐	☐	34. Read employee benefits pamphlet
☐	☐	☐	35. Read/write names of co-workers
☐	☐	☐	36. Read/write specific occupational vocabulary
☐	☐	☐	37. Write supply/inventory lists
☐	☐	☐	38. Read/write notes from/to co-workers
☐	☐	☐	39. Take notes at meetings (i.e. union, staff)
☐	☐	☐	40. Write work reports/end-of-shift logs
☐	☐	☐	41. Did we miss anything that you're interested in working on?

Sources for practical application of reading and writing skills include maps, travel folders, menus, letters. greeting cards, signs, crossword puzzles. catalogs, magazines and song sheets.

You and your student may want to take some field trips in order to apply "booklearning" to real situations. Some places to visit include libraries, clinics, museums, grocery stores, restaurants, public transportation, and various agency offices.

One of the best ways to insure that your student will keep coming back is to include lots of practical learning in each lesson.

Specific adaptive strategies

Organization/Study Skills

1. Develop routines.
2. List for the student, or have him list, the things to be done that day. The student may keep this list handy to note what has been accomplished.
3. Block off sections of work which the student has completed so that he always knows where he is on the page.
4. Provide the student with directing questions before he reads an assignment so he knows what is important.
5. Encourage the use of work folders so that loose worksheets may be put somewhere. Suggest keeping a loose-leaf notebook with separate sections for class notes, handouts and assignments.
6. Mark with a green dot (green means "go") the place on the paper where the student is to begin.
7. Draw lines on or fold worksheets or tests to divide them into various sections or types of questions or problems.
8. Write assignments in notebook. Make sure directions are clear.

Attention/ Concentration

9. Use concrete material that will attract the student's attention to the task.
10. Use A-V materials to help focus the student's attention.
11. Allow the student to check his own work as soon as it is completed.

Tips to Improve Comprehension

1. Read the title of the article. Think about its meaning or significance.
2. Look at pictures related to the article. Read the captions under the pictures. Try to think of situations you have seen which were similar to those pictured.
3. Read paragraph headings and words in boldface type.
4. Think about these clues; relate them to prior experience and knowledge.
5. Form questions from the article.
6. If there are questions at the end of the article or chapter, read them first.
7. Focus your mind on the material as you read. Actively seek information.
8. Vary your reading speed and strategies depending on your purpose for reading.
9. Be aware of what you're reading as you read.
10. Keep in mind the total picture.

Barbara M. Crumrine, UAW-Ford/EMU Academy

Barsch learning style inventory

NAME _____ DATE _____

Place a check on the appropriate line after each statement.

	OFTEN	SOMETIMES	SELDOM
1. Can remember more about a subject through listening than reading.	____	____	____
2. Follow written directions better than oral directions.	____	____	____
3. Like to write things down or take notes for visual review.	____	____	____
4. Bear down extremely hard with pen or pencil when writing.	____	____	____
5. Require explanations of diagrams, graphs, and charts.	____	____	____
6. Enjoy working with tools.	____	____	____
7. Are skillful with and enjoy developing and making graphs and charts.	____	____	____
8. Can tell if sounds match when presented with pairs of sounds.	____	____	____
9. Remember best by writing things down several times.	____	____	____
10. Can understand and follow directions on maps.	____	____	____

11. Do better at academic subjects by listening to lectures and tapes. ____ ____ ____

12. Play with coins or keys in pockets. ____ ____ ____

13. Learn to spell better by repeating the letters out loud than by writing the word on paper. ____ ____ ____

14. Can better understand a news article by reading about it in the paper than by listening to the radio. ____ ____ ____

Scoring Procedures

Often = 5 points

Sometimes = 3 points

Seldom = 1 point

Place the point value on the line next to its corresponding item number. Next, add the points to obtain the preference scores under each heading.

VISUAL		AUDITORY		TACTUAL	
No.	Pts.	No.	Pts.	No.	Pts.
2	___	1	___	4	___
3	___	5	___	6	___
7	___	8	___	9	___
10	___	11	___	12	___
14	___	13	___	15	___
16	___	18	___	17	___
20	___	21	___	19	___
22	___	24	___	23	___
_____		_____		_____	
VPS =		APS =		TPS =	

VPS = Visual Preference Score

APS = Auditory Preference Score

TPS = Tactual Preference Score

How to use this information:

This form is to be used in conjunction with other diagnostic tools to help you determine some of the ways you are best able to learn. Discuss your scores with someone who is qualified to interpret them in order to make the best use of the time and effort you have invested.

Approximate reader levels based on the Dolch basic sight word recall test

Dolch Words Known	Equivalent Reader Levels
0 - 75	Basic
76 - 120	Below Grade Level 1
121 - 170	Grade Level 1
171 - 210	Second Grade Level or Above
Above 210	Third Grade Level or Above

1. The criteria upon which a student was given credit for knowing a word were:

   a. If he could pronounce it at sight:
   b. If he could sound it out and then pronounce it on first trial:
   c. If he corrected himself immediately after miscalling it and then pronounced it correctly.

2. In no case was a student given credit for knowing a word if any of the following happened:

   a. If he miscalled it, and then after correctly pronouncing one or several others in the list, came back to that word and gave it correctly.
   b. If it took more than or e trial of sounding to get it.
   c. If he miscalled it, and gave more than the one original mistaken word before finally getting the right one. Example: If for the word could a student said called, cold, could, he was given no credit.

d. If he omitted the word and then later came back and gave it correctly.
e. If he hesitated longer than fifteen seconds before giving the word.

This scale is very helpful in selecting an appropriate beginning level for the informal oral reading test.

The Dolch Basic Sight Word List

1.	by	at	a	it	sit	me	to	the
2.	in	I	be	big	not	of	we	so
3.	did	good	do	go	red	too	seven	walk
4.	all	are	any	an	six	start	show	stop
5.	had	have	him	drink	put	round	right	pull
6.	its	is	into	if	no	on	or	old
7.	ask	may	as	am	yellow	you	your	yes
8.	many	cut	keep	know	please	pick	play	pretty
9.	does	goes	going	and	take	ten	they	today
10.	has	he	his	far	my	such	must	together
11.	but	jump	just	buy	own	under	off	over
12.	black	kind	blue	find	out	new	now	our
13.	fast	first	ate	eat	open	one	only	once
14.	help	hot	both	hold	try	myself	never	two
15.	brown	grow	bring	green	us	up	upon	use
16.	four	every	found	eight	with	white	was	wash
17.	from	make	for	made	shall	she	sleep	small
18.	around	funny	always	because	who	write	would	why
19.	long	let	little	look	some	very	sing	soon
20.	away	again	after	about	wish	well	work	will
21.	cold	can	could	clean	ran	read	run	ride
22.	full	fall	five	fly	then	tell	their	them
23.	before	best	better	been	see	saw	say	said
24.	live	like	laugh	light	that	there	these	three
25.	her	here	how	hurt	when	which	where	what
26.	down	done	draw	don't	thank	those	this	think
27.	give	get	gave	got	want	went	were	warm
28.	came	carry	call	come				

If a student can't . . .

Hear differences in sounds:

1. Teach sight vocabulary on flash cards.
2. Teach families of words: at hat rat gnat

   cat sat pat scat
   bat mat fat flat
   that

3. Auditory Impress (Duet Reading): Tutor/student read the same passage aloud together. Student runs finger smoothly under words read.

Do not stop to correct or teach, just read. Fifteen minutes per day, every day, for as long as it takes.

4. Word flash cards. Count the cards to show improvement.
5. Teach words which will be used.
6. Build on words in words.
7. Use Cloze exercises. Leave out words to be learned and demonstrate how the sentence shows the reader what is missing.
8. Use pictures to show words: Move easily in left to right patterns.

   a. Turn book upside down.
   b. Provide reading quotes (use tachistiscope) word, line, paragraph
   c. Use color coding — green for start, red for stop.
   d. Use the flash cards or paper rolls so that the reading travels from right to left

Remember sight words

1. Use pictures to clue memory.
2. Build phonics skills
3. Use tactile input
   a. Write the words in glue
   b. Trace them on sand paper
   c. Teach finger spelling
   d. Use chalkboard and gross motor movement
4. Use the object to teach
5. Involve all the senses
6. Use color; write each letter in a different color

Sound New Words

1. Teach rhyme patterns
2. Look for little words
3. Teach prefix endings and meanings
4. Emphasize Greek and Latin roots for SOUND AND MEANING
5. Use context clues

If the student has difficulty in organizing their writing:

1. Mapping — jot down ideas, then group or list subpoints.
2. Put ideas on note cards, then group them.
3. Do preliminary activities grouping other objects by several catagories (spoons, plastic items, red objects)
4. Copy writing of others, fill in synonyms.
5. Use a question sheet to guide paragraphs or essays.
6. Give illustrations of process based on student experience.
   To a baker: use of ingredients
   To a contractor: steps to build a house

   To an artist: combinations of colors
   To a writer: combinations of words
7. In conversation — would you say that?
8. For someone who is strong in math: parallel writing to math. "Parallel structure is like algebra; do the same things to both sides."
9. Type the student's work as if it were printed material. Allow students to find errors. Often their writing is unfamiliar when not in their own handwriting.

If the student has language processing problems

1. Copy the work of someone else
2. Use a cloze procedure to show the development of context
3. Build synonyms vocabulary

If the student has syntax and grammar problems

1. Read the writings of others orally
2. Write essays on editorials
3. Learn to hear the punctuation
4. Learn to write what you say

If the student can't . . .

Remember math facts

1. Teach a memory or tactile system for quick processing
2. Use a system of estimating
3. Build a chart for all problems

Conquer fear of math

1. Use a skill he does possess and carry the ideas into math.
2. Use games and scores to teach.
3. Build on to real life situations.
4. Use computers.
5. Play cards.
6. Work in pairs with each student contributing a step in the process.
7. Use mathematical puzzles.

Complete word problems

1. Break it into usable parts.
2. Teach clue words.
3. Use tactile words and symbols for the words in the problem.
4. Draw pictures or tally marks.
5. Read the problem aloud.
6. Use estimation to approximate the answer.

For any problem

1. Use chalkboards.
2. Use color clues.
3. Find tactile (concrete, hands-on) relationships and allow student to move it, feel it, taste it, and hear it.
4. Relate the subject to something already known.
5. Keep trying until you find that common ground!

As a tutor, how do I recognize a learning disabled student?

STOP - LOOK - LISTEN

1. Stop, slow down, ask them about their life . . .

   Experience with teachers?
   Experience with learning?
   Employment experience?
   Self-image?
   Goals?

2. Look at what and how your student writes. Standardized tests frequently do not detect L. D.

   Ask student to write alphabet, days of week, and months.
   Look for consistent poor spelling, letter(s) and symbol reversal.

3. Listen to your student describe their perceptions.

   Ask the student to read aloud.
   Check comprehension after giving oral instructions.
   Check comprehension after reading.
   Ask student to retell simple story you read.

The Johns Hopkins University Academy
Basic Tutoring Techniques

Each tutor is expected to provide a minimum of two 90 minute tutoring sessions per week. Basic to tutoring are:

1. Building rapport/friendship.

   a) Taking time to build friendship and trust.
   b) Being sensitive to participant's feelings of frustration and failure.
   c) Using the newspaper or materials of interest to the participantto teach reading

2. Bringing the newspaper or materials of interest to the participant.

   a) Being prepared to use the materials for all steps of the tutoring.
   b) Giving the participant homework such as word searches requiring the participant to use the reading material.

3. Providing 90 minutes of structured tutoring twice a week as follows:

   a) 10 minutes — Discuss homework from previous day(s).
   b) 20 minutes — Develop the directed listening-language experience story/ Directed Reading Activity
   c) 10 minutes — Teach sight words
   d) 10 minutes — Teach word attack skills
   e) 15 minutes — Develop comprehension skills
   f) 10 minutes — Use NIM or SSR for recreational reading
   g) 15 minutes — Use to develop other needed skills

4. Providing homework assignments.

   a) Word searches for sight words and word patterns in the newspaper.
   b) Other assignments as appropriate.

5. Encouraging recreational reading.

a) Providing appropriate materials of interest to the participant such as magazines and high interest, low level books.
b) Allowing 10-15 minutes of tutoring time for recreational reading.
c) Assigning recreational reading for homework.
d) Refraining from using recreational reading time to teach reading, i.e., not asking questions or developing word recognition skills during recreational reading.

Outline of Tutor Training

Session I.

A. Introduction
B. Overview of tutor training
C. Overview of 90-minute tutoring sessions
D. The world of the illiterate
E. Introduction of DL-LEA — practice and homework
F. Introduction of Follow-ups — practice and homework
G. Introduction of Neurological Impress Method (NIM) and Sustained Silent Reading (SSR)

Session II.

A. Review of DL-LEA
B. Review of Follow-ups
C. Introduction of Fernald Technique — practice and homework
D. Introduction of Word Patterns — practice and homework

Session III.

A. Review of Fernald Technique
B. Review of Word Patterns
C. Introduction of Learning Activity Packets (LAP's)
D. Review of Notebook components
   1. Information exchange
   2. Schedule
   3. Tutor-Participant Agreement
   4. Participant Interview
   5. Recreational Reading Log
   6. Picture Dictionary
   7. Session Summary Sheet
E. Quiz on JHU Methodology
F. Assignment of participants

Session IV (2 weeks hence)

A. Discussion of inital tutor meeting(s)
B. Identification of functional and recreational topics
C. Discussion of materials
D. Discussion of comprehension

Why Learn to Read?

The adult that you will be working with probably has a specific reason for wanting to develop his reading skills. Determing what your student's goal is will help you in maintaining interest and in choosing materials for your student to read. The following list gives some of the purposes a person may have for entering the Right to Read Program:

1. To be able to fill oout an application form and get a better job.
2. To gain and keep the respect of one's childrn, family and friends.
3. To be able to read the papers that one signs, such as leases and contracts.
4. To gain a higher standing in the community.
5. To be able to vote intelligently.
6. To be able to read newspapers, magazines, and stories.
7. To be able to help one's children in more ways.
8. To be able to read a book as other people do.
9. To be able to correspond with relatives and friends.
10. To be able to read street signs and road maps.
11. To be able to use the telephone directory.
12. To become a better citizen, and gain self-respect.
13. To be able to acquire the high school equivalency certificate.

Qualities Needed in the Tutor

You are going to learn to teach reading using materials that are readily available (student experiences, newspapers, posters, signs, etc.) and using methods that depend on your good judgment and ingenuity. Qualities that you will need are as follows:

1. Respect for your student.

2. Absolute confidence in his ability to learn.

3. Patience: this is a long haul.

4. Acceptance of the student as a person. Never scold, never reproach. Remember that

you are there to help him learn to read; he has not applied to you for therapy or for "remaking" as a person.

5. Flexibility. Each thing may be taught in many ways; try to create many ways yourself, remembering to present new material in novel and interesting ways that appeal to the senses of sight, hearing, and touching. Inquire into the methods and techniques of other teachers and borrow what is useful to you.

6. Adaptability. You must always work cheerfully with your student, despite the inconvenience of noise, lack of privacy, inadequate equipment, and insufficient and inappropriate materials. Improvise: large sheets of white paper will substitute for a blackboard, a screen will serve as a partition.

7. Knowledge of the skills to be taught, or readiness to learn those skills. Your reading of this manual, for example, indicates a readiness to learn these skills.

8. Commitment to the program of tutoring. This requires a definite commitment of time. If you are entering this program on trial, with the feeling that you may have to drop out if you don't enjoy it or for some reason, indicate this to the director of the program. He will then take this into account in assigning you.

9. Ability to maintain an ethical, professional relationship with the student. His confidence must at all times be respected. The student must never be discussed with anyone but the teaching supervisor. Much harm can be done in casual talk or gossip.

10. Model behavior. The tutor is not expected to be perfect. He is, however, expected to serve as a model for the behavior of the student. Remember that, until now, your student has learned largely by observation and imitation. By virtue of the tutors punctuality, courtesy, speech, and appropriate dress, the student learns what is expected of him; it is not necessary to discuss such things with him explicitly. If he learns to respect the tutor, he will adopt him as a model. Sometimes the gains may not be apparent until long after you have terminated instruction.

General Instructions to the Tutor

1. Praise the student as frequently as you can, but only for genuine success. Indiscriminate praise in not helpful. The student perceives it as insincere; it defeats its purpose.

2. Explanations and directions must be clearly given, in very simple words; do not talk above the student's head; do not talk down. Assume that if the student does not understand there is something wrong with your technique or your explanation, not with the student.

3. There must be no suggestion of criticism of the adult or child who does not read well. Criticism may destroy self-confidence and interest in learning. Needless to say, do not ridicule the student; do not shame the student; never, never be sarcastic.

4. Many of your students will have dialects and accents, making their speech different from yours. Your primary purpose is to teach reading. Too many corrections of his speech are interpreted by the student as criticism and will destroy his interest in

learning. Do not correct speech. Limit your corrections to those that affect the meaning of words. this is a very subtle and difficult point; it is essential to correct only important errors. Accept the student's speech, keeping in mind that it is completely appropriate in his cultural group. Let him say "ain't" or retain his dialect or accent. Concentrate on helping him understand what he reads in English.

If you feel, however, that the student's speech is a serious handicap to him, then you should ask your supervisor whether a speech specialist is available to evaluate that problem. But you will not be helping him if you step into that area in addition to reading.

5. The manner in which you react to errors is very important. It is more constructive when the student has made an error to correct it casually, rather than to overemphasize it by asking questions to lead him to correct himself. Tell the rule, instead of asking. If it is appropriate, teach and reteach the point, but do not make an issue of the error itself.

6. Remember that it is your responsibility to plan carefully for the lesson, and at the same time to be flexible, taking your cues on content from the student. Build on your student's strengths and interests. The girl who likes to cook will learn to read recipes, though she may resist formal reading instruction.

7. Never promise anything you cannot deliver. Be very careful not to make any commitment to the student based on something promised to you by someone else; if that person disappoints you, you will have to disappoint the student. Remember that when you break a promise, you are joining a long line of others who have broken promises to this student. You must make every effort to show him that he can have confidence in you, and that your promises are meaningful. Avoid promising anything that is not within your power to deliver — : job, a promotion, a certificate, even a reading grade level.

8. While setting higher horizons for your students, help them maintain a realistic evaluation of his strengths and limitations. A sixteen-year-old boy who reads at the second grade level must continue to aspire to improve his reading, but it is not helpful to encourage him in his dreams of entering a profession that involves graduate work, such as medicine. Similarly, a boy who cannot count should not be encouraged to try to become an accountant.

9. The teacher must plan for the student to make some progress each day, and to know what success he is having. Without some planning, failures and frustrations result. These are disastrous with your students.

10. Be careful not to overwhelm or overburden the student. He must leave each lesson with a real sense of enjoyment and acheivement.

11. Keep accurate attendance records. It will help you later when you try to evaluate his progress.

12. Try to give a certificate at the termination of a set number of lessons.

13. Be careful about presenting choices. If you ask, "Do you want to —?" , the answer may be "No!". If you ask, "What do you want to do?", the answer may be a suggestion

completely unacceptable to you, such as "Go to the movies." It is wiser, instead, to offer alternatives: "Shall we read the newspaper or the magazine today?" Be certain that each of the choices is one really available to the student. For example, he may choose to read one of two books on the shelf, both within his reading level. Remember that offering the choice of many things makes it difficult and confusing for the student to make a decision.

14. Avoid asking questions to which the student need give only one-word answers, particularly "yes" or "no." Instead, ask questions that encourage longer answeres: "Tell me about the TV show you saw yesterday," or "What are you planning to do this weekend?"

15. When playing games with your student, do not arrange to lose so that he will win. Play honestly; he will know if you lose deliberately.

16. Be patient. Progress is very slow. You cannot hope to teach overnight what your student has failed for years to learn. You cannot hope to undo overnight the damage that has occurred over a period of years.

Adapted from Right to Read Tutor Handbook. Livonia Reading Academy/Livonia Public Schools.

Effective tutor training programs: Audio, visual, and print

1. KET — "TEACH AN ADULT HOW TO READ" (VIDEO)

The Kentucky Network (KET)
Enterprise Division
Department N
2230 Richmond Road
Suite 213
Lexington, KY 40502-1311

2. NEW READERS PRESS — "TEACHER TO TEACHER" (VIDEO) and "ANCHORAGE TRAINING VIDEOTAPES"

New Readers Press
Department L
Box 131
Syracuse, NY 13210
(800) 448-8878

3. LVA — "SMALL GROUP TUTORING" (VIDEO)

Literacy Volunteers of America, Inc.
5795 Widewaters Parkway
Syracuse, NY 13214
(315) 445-8000

4. NIC — "CASEBOOK AND TRAINING PROGRAM FOR PRISON INMATES" (AUDIOCASSETTES) Geoff Lucas

Programs Manager

Prisons Division
National Institute of Corrections
320 First Street NW
Washington, D.C., 20534
Grant #NIC-GO#4

5. NCC — HOW ADULTS READ: A STAFF DEVELOPER CURRICULUM — SOURCEBOOK, TEXTBOOK, WORKBOOK

Dr. Judy Rooney
Northampton Community College
3835 Green Pond Road
Bethlehem, PA 18017
(215) 861-5427

6. ESL WORKSHOP TUTOR MANUAL (TEXT)

Nancy Woods
Adult Literacy Action
Broadhead Road
Monaca, PA 15061
(412) 773-7810

7. TRANSACTIONAL ANALYSIS AND READING INSTRUCTION: AN HOLISITC CURRICULUM (TEXT)

Geoff Lucas
SCI-Smithfield
1120 Pike Street
P.O. Box 999
Huntingdon, PA 16652
(814) 643-6520 ext. 255

8. READ UP: A 12-WEEK, SELF-HELP READING PROGRAM FOR ADULTS (SELF-CONTAINED CURRICULUM) Can be used by inmate tutors.

Read Up Books
Tulsa World
P. O. Box 1770
Tulsa, OK 74102
(918) 581-8300

9. READ ALL ABOUT IT! TEACHING ADULTS WITH THE DAILY NEWSPAPER (TUTOR HANDBOOK) AND TECHNIQUES USED IN THE TEACHING OF READING (TUTOR HANDBOOK)

Literacy Volunteers of America (LVA)
5795 Widewaters Parkway
Syracuse, NY 13214
(315) 445-8000

10. TEACHING READING THROUGH ORAL HISTORIES (TEXT — LANGUAGE EXPERIENCE APPROACH)

Lutheran Settlement House
Women's Program
10 East Oxford Street
Philadelphia, PA 19125

11. PRISON LITERACY PROJECT (PROJECT HANDBOOK WITH VIDEO)

Resources for Human Development
120 West Lancaster Avenue
Ardmore, PA 19003
215-248-3494

12. BOOKS FOR ADULT NEW READERS (BIBLIOGRAPHY)

LEARN
2238 Euclid Avenue
Cleveland, OH 44116
(216) 621-9483

13. "TIME TO LEARN" (VIDEOTAPE) -- VIRGINIA LITERACY PROJECT

CEA
8025 Laurel Lakes Court
Laurel, MD 20707-5075
(301) 490-1440

14. S.T.O.P. ILLITERACY AT SCI - SMITHFIELD: A LITERACY PROGRAM MANUAL OF OPERATIONS FOR PRISON LITERACY PROGRAMS -
Smithfield Tutor Organization Program

Geoff Lucas
SCI Smithfield
1120 Pike Street
P. O. Box 999
Huntingdon, PA 16652

15. PLANNING & DEVELOPING A LIBRARY-BASED LITERACY PROGRAM: A PRACTICAL MANUAL FOR PRISON LITERACY PROGRAMS

Carol Cozza
SCI- Muncy Women's Facility
Box 180
Muncy, PA 17756
(717) 546-3171

16. BEGINNING A LITERACY PROGRAM -- PROJECT PLUS

Nancy Woods
Adult Literacy Action
Broadhead Road
Monaca, PA 15061
(412) 773-7810

17. LAUBACH LITERACY ACTION LITERACY TUTOR WORKSHOP TRAINING MANUAL

Geoff Lucas
SCI-Smithfield
1120 Pike Street
P.O. Box 999
Huntingdon, PA 16652

18. NEVER TOO LATE: A NEWSPAPER HIGH SCHOOL PREPARATION COURSE

Geoff Lucas
SCI - Smithfield
1120 Pike Street
P. O. Box 999
Huntingdon, PA 16652

19. HELPING ADULTS LEARN (Six Part tutor and teacher training series, video and print)

Debra Shafer
115A Wagner Building
Penn State University
University Park, PA 16802
(814) 863-4727
Center for Literacy Materials:
Center for Literacy
636 South 48th Street
Philadelphia, PA 19143
(215) 474-1235

19. Basic Literacy Tutor Handbook, 3rd Ed. 1988 (Print)

20. Basic Literacy Tutor Handbook Suppiement (More Ideas and Strategies), 1989 (Print)

21. Learning for Life: Building Lessons on Students' Needs & Interests (Print)

22. "I Don't Speak English . . . But I Understand You: Speaking, Writing, Reading and Listening Activities for Hispanic Adults in a Community-Based ESL Program (Print)

23. Consonant Sounds: ESOL Instructor's Handbook (video)

New Readers Press
Box 131
Syracuse, NY 13210

24. A Writing/Communications Course for Incarcerated Adults (A 353 Project Final Report) (Print)

AdvancE
PA Dept. of Education
333 Market Street
Harrisburg, PA 17126-0333